

Name:

Form:



“The view from space is really very special. From the window, you can look back at the Earth and see the stars around you. I just hope that more people from Britain get the chance to experience it.”

Helen Sharman

Helen Patricia Sharman, OBE, is a British chemist who became the first British astronaut and the first woman to visit the Mir space station in 1991.

Born: 30 May 1963

YEAR 8

KNOWLEDGE ORGANISER:

Autumn Term 2023



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Instructions for using your Knowledge Organiser

Every school day you should be studying at least **1** section of your Knowledge Organiser (KO) for home-work.

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should tick off your homework every evening using the grid in your KO on page 4. Parents should also sign off your reading using the reading log on page 5, this will be checked in your library lesson.

Your KO and exercise book will be checked regularly in form time, failure to show homework for **ALL FIVE** days of the week will result in an after school detention that day.

You will also be tested in your lessons on knowledge from the organisers.

Self-testing

You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the '*How to self-test with the Knowledge Organiser*' booklet to help you. It can also be found here: <http://www.bluecoatwollaton.co.uk/learning/knowledge-organisers/>

Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mindmaps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files



Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative point**.




Year 8 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/carers once complete
04/09/2023 Monday	English: Romeo and Juliet Tier 3 Vocabulary: Read through the existing definitions for each word but then write the definition for each term in your own words. Now try using each word in a sentence.	
	Art: Learn the first 7 keywords and definitions. Use Look, cover, write, check and correct.	
05/09/2023 Tuesday	Music: Learn all the definitions in Section B using Look-cover-write-check and correct.	
	Drama: Learn all the tier 3 key words and definitions in Section A using Look-cover-write-check and correct. You must use the table layout shown in the instruction pages of your KO	
06/09/2023 Wednesday	Maths: Estimate the answer to the following calculations by rounding to 1 significant figure first before calculating: 1) 7.4×5.2 2) $23.96 \div 4.5012$ 3) $(3.5 + 7.43) \times 97$ 4) $3.9 \times 4.6 - 2.81^2$	
	DT (Lighting): Use the DT knowledge organiser to write yourself 10 questions then hide the KO and answer the questions DT (Blockbot): Produce a set of Flash cards and definitions for the tier2 and 3 vocabulary	
	Food: For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions.	
07/09/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green ☑ THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Me gusta v Me gustan: Autumn 1: Re-write out the grammatical point – me gusta v me gustan and use some examples from the tier 1 key nouns section. Explain how the adjective that proceeds the opinion will change too depending on singular/plural (hint: the ending)	
08/09/2023 Friday	Science: Tissues and Organs (Section A): Make flash cards for the words in the Tier 3 Vocabulary list. Write the key word on one side and the definition on the other. Test yourself until you can remember the words and meanings by memory. Stick these in your KO book so you can use them for revision.	
	Principal's Reading: SCIENCE	


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Date	Subjects and Tasks	Signed by parents/ carers once complete
11/09/2023 Monday	English: Romeo and Juliet Tier 2 Vocabulary – Learn the definitions of each of these words by creating an image to represent them.	
	History: Section A: Key words write down the following 6 words in your Knowledge Organiser; Ooni, Oba, cowrie, province, meritocracy and Slave Trade. Write a summary for each definition.	
12/09/2023 Tuesday	RE: Section A: Key Vocabulary: Create flash cards for five key words. Write the key word on one side and the definitions on the other. Once you have done this test yourself on the definitions or get a family member to test you. Once you have the definition correct three times remove from the pile. Keep testing yourself until you know the key words confidently. Or look/ cover/write/check task for definitions.	
	PE: Create a set of Flashcards for all the keywords in Section A & B. Then Self test yourself and create a learnt and 'developing knowledge' set of flashcards.	
13/09/2023 Wednesday	Maths: To help you learn the definitions of these words Use look, cover, write, check and correct at least five times for each word : <i>Probability, Mutually Exclusive , Bias</i>	
	Computer Science: Used to look, cover, write, check method to check your recall of Section A – Tier 3 vocabulary.	
14/09/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green  THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Energy and sustainability Section A – Use look, cover, write, check to learn the tier 3 words and two tier 2 words and their definitions.	
15/09/2023 Friday	Science: Tissues and Organs (Section B): Draw and annotate the biceps muscle in the arm, showing how the antagonistic muscles work in a pair. Use this picture to help you draw what the muscles in the thigh might look like when they are moving backwards and forwards.	
	Principal's Reading: ENGLISH	

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Date	Subjects and Tasks	Signed by parents/ carers once complete
18/09/2023 Monday	English: Romeo and Juliet Key characters: Draw and annotate a family tree to show the relationships between the characters.	
	Art: Learn the facial proportions portrait guidelines diagram. Draw from memory with the labelling words.	
19/09/2023 Tuesday	Music: Learn all the definitions in Section A using Look-cover-write-check and correct .	
	Drama: Learn the spellings of all keywords in section A , get a parent/carer/friend to give you a spelling test, check and correct after.	
20/09/2023 Wednesday	Maths: Draw a probability scale and mark the following probabilities would be: a) 1 b) 1/2 c) 75% d) 0.1 e) 80% f) 1/5 g) 0.79 h) 5/7	
	DT (Lighting): Use Section B and the information on LED's to write compare incandescent bulbs and LED's. Research as many differences as you can. DT (Blockbot): Analyse a product found at home that you use everyday under the 6R's in Section B. Food: Use the information in Section 3, create a fact sheet to inform people how to store and prepare food safely. Include diagrams and the consequences of not storing food correctly.	
21/09/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green  THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: para + infinitive recap: Autumn 1: Use the para + infinitive grammar section to recap how par + infinitive works and write and translate 5 sentences using this grammatical concept. You can use infinitive verbs you have learnt in your lessons or word reference if you need support.	
22/09/2023 Friday	Science: Tissues and Organs (Section C): Draw and label the digestive system. Make a flow chart to show the order that food travels through the digestive system. E.g. Mouth → Oesophagus → etc.	
	Principal's Reading: SPANISH	

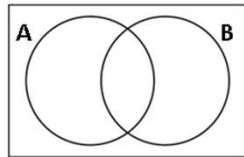

Year 8 Autumn Term 1

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Date	Subjects and Tasks	Signed by parents/carers once complete
25/09/2023 Monday	English: Romeo and Juliet Key Characters – add a quotation from the text to each character on the family tree that you created last week to show their personality.	
	History: Section C- draw a 'look cover write check' table. Write out the dates from the timeline for the Kingdom of Benin. Write out from memory what happened on these key dates, correct any misconceptions.	
26/09/2023 Tuesday	RE: Section B: Create two flow charts (a flowchart, is a type of diagram, made of boxes and arrows. It can be used to show a step-by-step list of directions that need to be followed to solve a problem) showing how the Teleological Argument and Cosmological Argument try to prove the existence of God. Cover them and test yourself to see if you can remember the theories.	
	PE: Create 3 Frayer Diagrams for 3 keywords in Section A. You should choose a minimum of 2 from each tier of vocabulary.	
27/09/2023 Wednesday	Maths: A fair dice is rolled, find the probability, as a fraction, of the following events: a) rolling a 3 b) rolling a 4 c) rolling a number more than 2 d) not rolling a 1 e) rolling an odd number	
	Computer Science: Use the tier two keyword vocabulary in section A to write 5 sentences linked to the current topic. E.G. A 0 in computing is used to represent off in a computer system.	
28/09/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green Ⓢ THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Energy and sustainability Section A: Create flashcards for the rest of the tier 2 words and their definitions.	
29/09/2023 Friday	Science: Tissues and Organs (Section B): Draw a big piece of food being broken up into a smaller piece of food by enzymes. Explain why we need food to be in tiny pieces in our bodies.	
	Principal's Reading: RELIGIOUS STUDIES	


Year 8 Autumn Term 1

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Date	Subjects and Tasks	Signed by parents/carers once complete
02/10/2023 Monday	English: Romeo and Juliet Section 3– Key themes– Look at the themes that link to Romeo and Juliet. Order them in terms of importance in the play. Explain why you have ordered them in the way that you have.	
	Art: Learn the last 7 keywords and definitions. Use Look, cover, write, check and correct	
03/10/2023 Tuesday	Music: Read through Section C in the Knowledge Organiser. Write out the 5 main points, in your own words, leaving 2 lines in-between.	
	Drama: Create a mind map using the Physical skills words in Section B , from each word then branch as many descriptor words as possible, for example: Posture—slouched, upright, leaning...	
04/10/2023 Wednesday	<p>Maths: In this Venn diagram, Set A represents square numbers and Set B represents odd numbers. Fill the Venn diagram with the integers between 1-10.</p>  <p>Then draw a second Venn diagram. Choose your own categories and fill it out with your own information/data.</p>	
	<p>DT (Lighting): For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions.</p> <p>DT (Blockbot): Using Section C of the KO find 10 products with resin identification codes, list them and the polymer they are made from. Conclude your findings of the most and least popular plastics found.</p> <p>Food: Make flash cards for the Tier 3 words. Test yourself, when you are confident you understand the word then focus on learning the ones that you are unsure of.</p>	
05/10/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green  THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Respond: Autumn 1: Answer 3 questions from the Tier 1 Key Questions section. Write your answers in Spanish and aim for 10-15 words per answer.	
06/10/2023 Friday	Science: Tissues and Organs (Section C): Draw a body with a heart inside. Draw arrows to show how the blood travels through the body. Label the parts that the blood passes through.	
	Principal's Reading: PE	8


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Date	Subjects and Tasks	Signed by parents/ carers once complete
09/10/2023 Monday	English: Romeo and Juliet Section 3– Key Themes Look at the themes for this unit again. For each theme try to explain how you can link it to another text that you have studied in English. Make sure you know why your link is correct.	
	History: Section A, create flashcards for the following words; Triangular trade, Middle Passage, Cowrie, Empire and Monopoly . On one side write the definition and the other the key word. For each card, test if you can remember the definition.	
10/10/2023 Tuesday	RE: Section C: Create a mind map explaining the atheist views on creation. Write out your topic or idea in the centre: Atheist views on creation . From the main bubble, write out important categories to organise your ideas, e.g. Big Bang/Evolution Then add your knowledge from these branches. You might even be able to make connections between them. Once made, then re-draw as many of the connections as possible from memory. Correct any errors.	
	PE: Create a muscle map that labels the location of all the Tier 3 vocabulary. Draw the Outline of a body and then neatly label their location.	
11/10/2023 Wednesday	Maths: Write these numbers as the product of their prime factors, use SECTION C and Sparx if you need help. a) 24 b) 72 c) 60 d) 135 e) 432	
	Computer Science: Section D: Use dual coding to explain how each one of the logic gates work (AND OR NOT).	
12/10/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green ⬢ THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Energy and sustainability Section C: Energy types For each of the energy types, write the definition then dual code them (<i>add an image that represents what it is</i>) E.g. urban — 	
13/10/2023 Friday	Science: Pure and Impure Substances (Section A): Look, Cover, Write, Check the words in the Tier 2 vocabulary list. Record the word and meaning 5 times from memory.	
	Principal's Reading: MATHS	


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Date	Subjects and Tasks	Signed by parents/ carers once complete
16/10/2023 Monday	English: Romeo and Juliet Key Concepts- Track <u>conflict</u> chronologically across the play— giving specific examples and evidence from the play.	
	Art: Read the first two paragraphs of the history of portraits. Answer the following questions in full sentences: Where can the earliest portraits be traced back to? What does portrait painting on commission mean? Who painted portraits of the Spanish Royal family?	
17/10/2023 Tuesday	Music: See if you can produce a rhythm grid which plots different rhythms against each other. Think about how you will show this to the performer.	
	Drama: Create a mind map using the Vocal skills words in Section C , from each word branch as many descriptor words as possible for example: Tone— angry, loving, soft, kind...	
18/10/2023 Wednesday	Maths: Learn the definitions of the following words; use look, write, cover, check and correct at least 5 times for each word to ensure you have learned them: Reciprocal, Proportion, Scale Factor	
	DT (Lighting): Use each of the tier 3 words in a sentence, the sentence can't be a definition of the word. DT (Blockbot): sketch out the different diagrams for warping timber from Section C and then try to re-write the definitions from memory.	
	Food: Look at the keywords in Sections A & B. For each of the keywords explain how these link to food hygiene and safety.	
19/10/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green  THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Understand: Autumn 2: Define the Tier 3 vocabulary: Conjugate, Preterite Tense, Infinitive and Cognate. Check your definitions with those on the KO—are they the same Can you now explain how these are used in Spanish and give examples?	
20/10/2023 Friday	Science: Pure and Impure Substances (Section C): Draw an atom, compound and mixture. Record the definition of each and explain how they are different from one another. Give an example of each.	
	Principal's Reading: COMPUTER SCIENCE	

Year 8 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/carers once complete
06/11/2023 Monday	English: Romeo and Juliet -Key Concepts: Rank the other key concepts in order of their importance in the play. Explain the top three in detail by summarising their links to the story of Romeo and Juliet.	
	History: Summarise the contribution of abolitionists. Highlight their contributions into three categories- political, social and economic. Explain what the main impact of the abolitionists was using those categories.	
07/11/2023 Tuesday	RE: Section A: Write three of the key terms for Religious Studies - Philosophy - Autumn 2 into sentences to show you understand the definitions. Ask someone to ask you the words and you explain to them what they mean.	
	PE: Create a 3 mind maps from Section B. You may choose any Keywords you wish. Initially you should write important connections and examples with the keyword. If possible try to make links with each of the keywords you have chosen.	
08/11/2023 Wednesday	Maths: Write the following situations as the ratio boys to girls (boys:girls) (a) A class with 10 girls and 11 boys. (b) A class with 30 students and 13 boys. (c) A class where 3/5 of the students are girls. Make five more ratios of your own using data you find at your house e.g. number of books : Number of TVs in the house.	
	Computer Science: Using the definitions in section A (Tier 3), write a 10-question quiz. Go back and answer the quiz and then check your answers using the KO. Even better if you can get someone at home to quiz you using the KO.	
09/11/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green  THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Energy and sustainability Section B: How is electricity created? Draw a flow chart to show how electricity is created	
10/11/2023 Friday	Science: Pure and Impure Substances (Section C): Draw out the symbol and labels (like Oxygen in section C) for the following elements: Na, S, Al, C, N, Fe	
	Principal's Reading: HISTORY	


Year 8 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
13/11/2023 Monday	English: Look at Section 5 of your Romeo and Juliet KO. Try to make three connections between this play and the Shakespeare play 'The Tempest'. Then try to make connections with the the Y7 Narrative Origins unit you studied.	
	Art: Using tier 2 and tier 3 vocabulary and full sentences, answer the following question. How does the portrait image by Picasso, differ to a portrait photograph?	
14/11/2023 Tuesday	Music: Can you think of other genres of music that use some or all of the terms in Section A. For eg, do they only apply to World music/Samba drumming or could they be found in pop music etc. Give examples when you have found them.	
	Drama: Watch an acting performance from a fictional TV show or film. Write a critique of how the actor used physical skills to create their character using key words from section B. You should use full sentences.	
15/11/2023 Wednesday	Maths: Answer these ratio questions: (a) Share 20 sweets in the ratio 2:3 (Make sure to draw a bar model to help you) (b) Angus and Blake share £35 in the ratio 6:1. How much more money does Angus get than Blake? (c) Casper and Deni do some work on a construction site in the ratio 3:5. If Deni works for 30 hours, how many hours does Casper do?	
	DT (Lighting): Use Section B on Timbers and find 5 wooden products at home. Write down which type of wood/ board you think it is and why. DT (Blockbot): Using ALL sections write 10 questions about the project and their answers. Food: Use the Key words for the first 9 words in section B to explain where they occurred in the last food practical lesson you had. Give clear examples.	
16/11/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green ☑ THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Use the grammar section: opinions to write 6 sentences – you will need to use appropriate nouns that you have learnt in your lessons for me enantó up to odié and use appropriate adjectives from the tier 1 key adjective section to complete the sentences fue..... and que....!	
17/11/2023 Friday	Science: Pure and Impure Substances (Section B): Read through the information on relative atomic mass. Explain how to work out the relative atomic mass. Use your example to work out the relative atomic mass of the following molecules: Cl ₂ , H ₂ , O ₂	
	Principal's Reading: FOOD TECHNOLOGY	

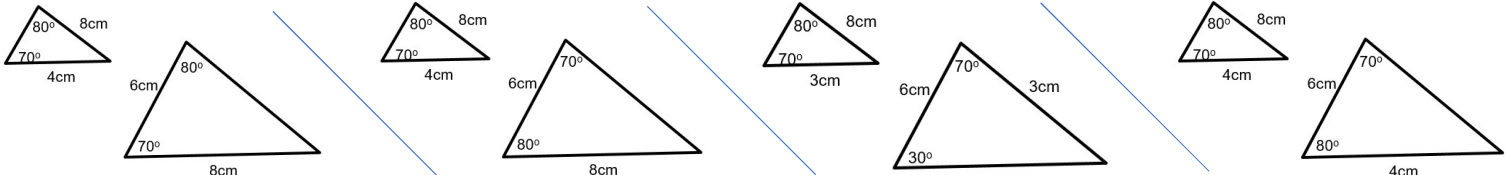

Year 8 Autumn Term 2

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Date	Subjects and Tasks	Signed by parents/ carers once complete
20/11/2023 Monday	English: 'Romeo and Juliet is just a story about conflict.' Explain how far you agree with this student's view of the play using quotations and key vocabulary from your KO to support your explanation. Aim to write one full paragraph in your KO books.	
	History: Section C- draw a 'look cover write check' table. Write out the dates from the timeline for slavery in the British Empire. Write out from memory what happened on these key dates, correct any misconceptions.	
21/11/2023 Tuesday	RE: Section B: Create a quiz/questions (minimum of five questions) about the problem of evil and religious responses. Leave them for a few hours or over-night then try to answer them. Try and answer them without looking at the information.	
	PE: Muscles and Warm Ups! Thinking back to your warm up and cool down KO, link the Tier 3 vocabulary (the muscles) to a stretch. You will need to describe how to perform the stretch and which muscle it stretches.	
22/11/2023 Wednesday	Maths: Use your understanding of direct proportion to create two ratio tables and find which one of these options is better value: A 6 pack of Diet Coke for 90p or an 8 pack of Diet Coke for £1.24?	
	Computer Science: Create the table in section C in your KO. Replace the examples that are given with your own examples using different numbers. You will need to say whether it is TRUE or FALSE in the last column too! E.G. $7 > 4$ is TRUE.	
23/11/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green  THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Energy and sustainability Section C: graphs and diagrams Draw a diagram to show the enhanced greenhouse effect	
24/11/2023 Friday	Science: Pure and Impure Substances (Section B): Read through the information about relative formula mass. Explain how to work out the relative formula mass of a compound. Work out the relative formula masses of CO_2 , H_2O , CH_4 , HCl	
	Principal's Reading: GEOGRAPHY	

Year 8 Autumn Term 2

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Date	Subjects and Tasks	Signed by parents/carers once complete
27/11/2023 Monday	English: Write a review of the play using at least three Tier 2 vocabulary from your Knowledge Organiser. Include the most important ideas and messages in the play and your reaction to the key characters. Highlight or underline the key words you have used.	
	Art: Write 3 sentences about the two portrait images using Tier 2 and Tier 3 vocabulary.	
28/11/2023 Tuesday	Music: Chose your favourite or a famous film theme and describe the music using the elements of music keywords that you learnt in year 7.	
	Drama: Write a detailed paragraph about your last drama performance and how you used Vocal skills to create character and meaning.	
29/11/2023 Wednesday	Maths: Here are some similar triangles. Copy each different pair of similar triangles into your workbook. Label the missing sides and angles. 	
	DT (Lighting): Find out and explain what each of the components in Section C are for. Draw the symbols with the name in your knowledge organiser and write the explanation next to it. DT (Blockbot): For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions. Food: Use the information in sections B & C to draw fridge and annotate to show what food you would store in different areas of the fridge. Explain how to prevent cross contamination and critical temperatures.	
30/12/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green  THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Autumn 2: Look, cover, write, check, correct! Draw the preterite tense table and fill in the endings from memory. How many did you get correct? Can you give 5 examples of past tense verbs?	
01/12/2023 Friday	Science: Magnetism (Section A): Make flash cards of the tier 3 vocabulary in section A. Write the key word on one side and the definition on the other. Test yourself until you know the words and meanings by memory. Stick in your KO book so you can use for revision.	
	Principal's Reading: ART	

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Date	Subjects and Tasks	Signed by parents/carers once complete
04/12/2023 Monday	English: Romeo & Juliet Consolidating your learning – Create a poster to show your knowledge of the play 'Romeo and Juliet'. Your poster must include Tier 2 and Tier 3 vocabulary as well an explanation of the key themes and characters within the play.	
	History: Draw a diagram to represent the hierarchy of Benin using the Key vocabulary.	
05/12/2023 Tuesday	RE: Write a paragraph explaining the humanist response to the problem of evil—use as many key terms from section A as possible - without looking at section A (put these into a different colour so it is clear which words they are). Once you have done this, add any more information or key words to your paragraph whilst looking at the information – write this in a different colour.	
	PE: Research Task: Now that you've created your stretching routine, try and perform it for 3 consecutive days. Write a piece of continuous pros that describes how your muscles felt, what the benefits may be to stretching and what actually happens to your muscles. Try to use vocabulary from Section A & B.	
06/12/2023 Wednesday	Maths: Complete these calculations. Give your answers in their simplest form. You can use SECTION B or the Sparx code if you need help. Multiplying fractions - M157	
	Computer Science: Use dual-coding to revise the tier two words in section A Tier 2 vocabulary – Be sure to label your diagrams with the keywords and/or descriptions.	
07/12/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green 🟢 THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Glaciation Section A: Keywords Draw a Frayer diagram for each of the tier 2 keywords	
08/12/2023 Friday	Science: Magnetism (Section B): In your own words, explain what a magnetic field is. Draw an image to help your explanation.	
	Principal's Reading: DRAMA	


Year 8 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/carers once complete
11/12/2023 Monday	English: Art of Rhetoric Tier 3 Vocabulary: make flashcards for the first 6 words. Put the word on one side and the definition on the other. Test your self. Put those you get correct in one pile and those incorrect in another. Retest yourself until all are in the 'correct' pile. (You could evidence this by putting your flashcards in an envelope and sticking it into your KO and/ or doing the tests in your KO.)	
	Art: Make 8 full sentence questions out of all the sections. These will be used for a quiz in your next lesson.	
12/12/2023 Tuesday	Music : What would be the equivalent of ' Samba' music in our Country? What instruments would it use, what would it sound like, what occasions would it be used for and who would it involve?	
	Drama: Think about your last drama class and write an evaluation of the best performance of another group using keywords from Section C Vocal Skills	
13/12/2023 Wednesday	Maths: Create a revision card explaining how to divide fractions. This should include the key words numerator, denominator, reciprocal, multiply, divide etc. Write out the steps to show how to divide fractions and write down an example. You can use SECTION B or the Sparx code if you need help. Dividing fractions - M110	
	DT (Lighting): Explain where and why you have used all of the Tier 3 words in the project in full detailed sentences. DT (Blockbot): Using Section C write out the stages of vacuum forming including any top tips/ health and safety/ quality check.	
	Food: Draw a mind map of all of the tier 3 words from DT and Food. How many links can you make between the subjects. Can you link all the key words?	
14/12/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green 2 THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Autumn 2: Respond: Use all sections of your KO to write a response of around 40 words for the questions in Tier 1 Key Questions ¿A dónde fuiste de vacaciones? And ¿Qué hiciste durante tus vacaciones?	
15/12/2023 Friday	Science: Magnetism (Section C): Write a method explaining how to make an electromagnet. Section C and KS3 Bitesize will help you.	
	Principal's Reading: MUSIC	

Year 8 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/carers once complete
18/12/2023 Monday	English: Art of Rhetoric Tier 3 Vocabulary: Now make flashcards for the last 5 words. Quiz yourself on all 11 words in this section and then try to include as many of these words as you can in your next lesson!	
	History: Section A, create flashcards for the following words; slave trade, colony, empire, monopoly, enslave and abolish. On one side write the definition and the other the key word. For each card, test if you can remember the definition.	
19/12/2023 Tuesday	RE: Create a multiple-choice quiz consisting at least five questions from Autumn 1 and five questions from Autumn 2 KO pages. Leave the quiz for a few days then test yourself to see how many questions you can get right.	
	PE: Create a quiz! - you must create 10 question about the Muscular System. Use all your knowledge to challenge your classmates!	
20/12/2023 Wednesday	Maths: Use your knowledge of reciprocals to help you answer these questions. Give your answers in their simplest form. Use Section B and the Sparx code to help if needed. $(a) \frac{2}{3} \div \frac{3}{5}$ $(b) \frac{5}{6} \div \frac{15}{16}$ $(c) 1\frac{1}{4} \div 3\frac{3}{4}$ Dividing fractions - M110 Dividing with mixed numbers - M265	
	Computer Science: Write a paragraph to explain your work in Computer Science this term. This should include a minimum of 15 words from page 55 and 56	
21/12/2023 Thursday	Bedrock: Complete Bedrock activities until you earn 20 points = a green  THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Glaciation Section A: Key vocabulary Create flashcards for each of the tier 3 keywords	
22/12/2023 Friday	Science: Magnetism (Section A): Write a science related sentence for each of the Tier 2 keywords.	
	Principal's Reading: ADVENT	

Reading Log

Use this reading log to record the books you read, how long you have spent reading, plus Bedrock lessons.

Week starting	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Total no. of minutes read	Bedrock lesson complete?	Parent/Carer Signature
04/09/2023										
11/09/2023										
18/09/2023										
25/09/2023										
02/10/2023										
09/10/2023										
16/10/2023										
06/11/2023										
13/11/2023										
20/11/2023										
27/11/2023										
04/12/2023										
11/12/2023										
18/12/2023										

**'The more that you read, the more things you will know.
The more that you learn, the more places you'll go.'**



Bedrock

Use this page to note down what days you have your Library lesson and what days you can access Bedrock without being locked out by the 24 hour drip feed...

Don't forget the drip feed! **24 hour block** between lessons



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday morning
Bedrock reports
sent to your
English teacher(s)
to check your
progress

Add to the grid when you have your Library lesson
Shade with a pencil the days you can't do Bedrock due to the 24 hour block
Highlight/colour the days you can complete your Bedrock

Remember that the weekly minimum is:

1 x Bedrock Lesson (ideally during library lesson)

1 x Bedrock homework

= 2 per week

Aim to get everything done in plenty of time to grow your brain and get plenty of prizes for your progress :)

The Periodic Table of Elements

1		2												3	4	5	6	7	0	
<div>Key</div> <div>relative atomic mass</div> <div>atomic symbol</div> <div>name</div> <div>atomic (proton) number</div>																	<div>1</div> <div>H</div> <div>hydrogen</div> <div>1</div>		<div>4</div> <div>He</div> <div>helium</div> <div>2</div>	
<div>7</div> <div>Li</div> <div>lithium</div> <div>3</div>	<div>9</div> <div>Be</div> <div>beryllium</div> <div>4</div>											<div>11</div> <div>B</div> <div>boron</div> <div>5</div>	<div>12</div> <div>C</div> <div>carbon</div> <div>6</div>	<div>14</div> <div>N</div> <div>nitrogen</div> <div>7</div>	<div>16</div> <div>O</div> <div>oxygen</div> <div>8</div>	<div>19</div> <div>F</div> <div>fluorine</div> <div>9</div>	<div>20</div> <div>Ne</div> <div>neon</div> <div>10</div>			
<div>23</div> <div>Na</div> <div>sodium</div> <div>11</div>	<div>24</div> <div>Mg</div> <div>magnesium</div> <div>12</div>											<div>27</div> <div>Al</div> <div>aluminium</div> <div>13</div>	<div>28</div> <div>Si</div> <div>silicon</div> <div>14</div>	<div>31</div> <div>P</div> <div>phosphorus</div> <div>15</div>	<div>32</div> <div>S</div> <div>sulfur</div> <div>16</div>	<div>35.5</div> <div>Cl</div> <div>chlorine</div> <div>17</div>	<div>40</div> <div>Ar</div> <div>argon</div> <div>18</div>			
<div>39</div> <div>K</div> <div>potassium</div> <div>19</div>	<div>40</div> <div>Ca</div> <div>calcium</div> <div>20</div>	<div>45</div> <div>Sc</div> <div>scandium</div> <div>21</div>	<div>48</div> <div>Ti</div> <div>titanium</div> <div>22</div>	<div>51</div> <div>V</div> <div>vanadium</div> <div>23</div>	<div>52</div> <div>Cr</div> <div>chromium</div> <div>24</div>	<div>55</div> <div>Mn</div> <div>manganese</div> <div>25</div>	<div>56</div> <div>Fe</div> <div>iron</div> <div>26</div>	<div>59</div> <div>Co</div> <div>cobalt</div> <div>27</div>	<div>59</div> <div>Ni</div> <div>nickel</div> <div>28</div>	<div>63.5</div> <div>Cu</div> <div>copper</div> <div>29</div>	<div>65</div> <div>Zn</div> <div>zinc</div> <div>30</div>	<div>70</div> <div>Ga</div> <div>gallium</div> <div>31</div>	<div>73</div> <div>Ge</div> <div>gemanium</div> <div>32</div>	<div>75</div> <div>As</div> <div>arsenic</div> <div>33</div>	<div>79</div> <div>Se</div> <div>selenium</div> <div>34</div>	<div>80</div> <div>Br</div> <div>bromine</div> <div>35</div>	<div>84</div> <div>Kr</div> <div>krypton</div> <div>36</div>			
<div>85</div> <div>Rb</div> <div>rubidium</div> <div>37</div>	<div>88</div> <div>Sr</div> <div>strontium</div> <div>38</div>	<div>89</div> <div>Y</div> <div>yttrium</div> <div>39</div>	<div>91</div> <div>Zr</div> <div>zirconium</div> <div>40</div>	<div>93</div> <div>Nb</div> <div>niobium</div> <div>41</div>	<div>96</div> <div>Mo</div> <div>molybdenum</div> <div>42</div>	<div>[98]</div> <div>Tc</div> <div>technetium</div> <div>43</div>	<div>101</div> <div>Ru</div> <div>ruthenium</div> <div>44</div>	<div>103</div> <div>Rh</div> <div>rhodium</div> <div>45</div>	<div>106</div> <div>Pd</div> <div>palladium</div> <div>46</div>	<div>108</div> <div>Ag</div> <div>silver</div> <div>47</div>	<div>112</div> <div>Cd</div> <div>cadmium</div> <div>48</div>	<div>115</div> <div>In</div> <div>indium</div> <div>49</div>	<div>119</div> <div>Sn</div> <div>tin</div> <div>50</div>	<div>122</div> <div>Sb</div> <div>antimony</div> <div>51</div>	<div>128</div> <div>Te</div> <div>tellurium</div> <div>52</div>	<div>127</div> <div>I</div> <div>iodine</div> <div>53</div>	<div>131</div> <div>Xe</div> <div>xenon</div> <div>54</div>			
<div>133</div> <div>Cs</div> <div>caesium</div> <div>55</div>	<div>137</div> <div>Ba</div> <div>barium</div> <div>56</div>	<div>139</div> <div>La*</div> <div>lanthanum</div> <div>57</div>	<div>178</div> <div>Hf</div> <div>hafrium</div> <div>72</div>	<div>181</div> <div>Ta</div> <div>tantalum</div> <div>73</div>	<div>184</div> <div>W</div> <div>tungsten</div> <div>74</div>	<div>186</div> <div>Re</div> <div>rhenium</div> <div>75</div>	<div>190</div> <div>Os</div> <div>osmium</div> <div>76</div>	<div>192</div> <div>Ir</div> <div>iridium</div> <div>77</div>	<div>195</div> <div>Pt</div> <div>platinum</div> <div>78</div>	<div>197</div> <div>Au</div> <div>gold</div> <div>79</div>	<div>201</div> <div>Hg</div> <div>mercury</div> <div>80</div>	<div>204</div> <div>Tl</div> <div>thallium</div> <div>81</div>	<div>207</div> <div>Pb</div> <div>lead</div> <div>82</div>	<div>209</div> <div>Bi</div> <div>bismuth</div> <div>83</div>	<div>[209]</div> <div>Po</div> <div>polonium</div> <div>84</div>	<div>[210]</div> <div>At</div> <div>astatine</div> <div>85</div>	<div>[222]</div> <div>Rn</div> <div>radon</div> <div>86</div>			
<div>[223]</div> <div>Fr</div> <div>francium</div> <div>87</div>	<div>[226]</div> <div>Ra</div> <div>radium</div> <div>88</div>	<div>[227]</div> <div>Ac*</div> <div>actinium</div> <div>89</div>	<div>[261]</div> <div>Rf</div> <div>rutherfordium</div> <div>104</div>	<div>[262]</div> <div>Db</div> <div>dubnium</div> <div>105</div>	<div>[266]</div> <div>Sg</div> <div>seaborgium</div> <div>106</div>	<div>[264]</div> <div>Bh</div> <div>bohrium</div> <div>107</div>	<div>[277]</div> <div>Hs</div> <div>hassium</div> <div>108</div>	<div>[268]</div> <div>Mt</div> <div>meitnerium</div> <div>109</div>	<div>[271]</div> <div>Ds</div> <div>darmstadtium</div> <div>110</div>	<div>[272]</div> <div>Rg</div> <div>roentgenium</div> <div>111</div>	<div>[285]</div> <div>Cn</div> <div>copernicium</div> <div>112</div>	<div>[286]</div> <div>Nh</div> <div>nihonium</div> <div>113</div>	<div>[289]</div> <div>Fl</div> <div>flerovium</div> <div>114</div>	<div>[289]</div> <div>Mc</div> <div>moscovium</div> <div>115</div>	<div>[293]</div> <div>Lv</div> <div>livemorium</div> <div>116</div>	<div>[294]</div> <div>Ts</div> <div>tennessine</div> <div>117</div>	<div>[294]</div> <div>Og</div> <div>oganesson</div> <div>118</div>			

How do I self-quiz?

How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

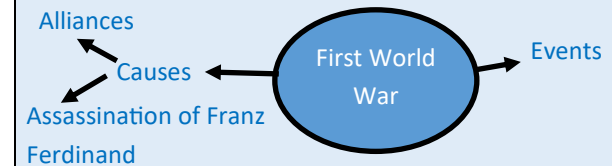
How to use... Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

How to use... Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.



How to use... Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because**, **but**, and **so**. These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

How to... Summarise a process/idea

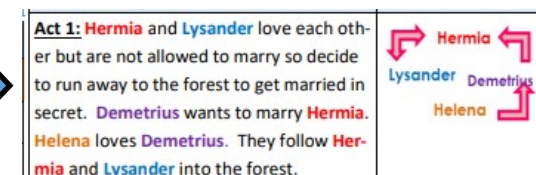
Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.

How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.

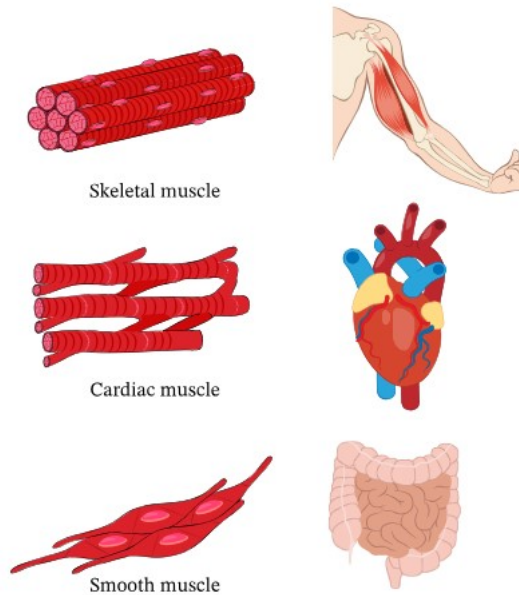


A whole lot of muscles!

Did you know that you have more than 600 muscles in your body? Without them, you wouldn't be able to move easily at all! They do everything from making you smile, pumping blood throughout your body to helping you to run and jump. You control some of your muscles, while others do their jobs without you having to think about them at all. Not all of your muscles are exactly the same. You have three different types of muscles in your body: **smooth** muscle, **cardiac** muscle, and **skeletal** muscle. **Smooth Muscles** Smooth muscles, also called **involuntary** muscles, are usually in sheets, or layers, with one layer of muscle behind the other. You can't control this type of muscle. Your brain and body tell these muscles what to do without you even thinking about it.

Skeletal Muscles are voluntary muscles, which means you can control what they do. Your arm won't bend to pick up a spoon unless you want it to. Skeletal muscles come in many different sizes and shapes to allow them to do many types of jobs. Some of your biggest and most powerful muscles are in your back, near your spine. These muscles help keep you upright and standing tall. There are so many skeletal muscles in your body but a few of the major muscles include your abdominals, your quads and your deltoids. Your abdominal muscles you to stand straight as well as bend, sit and stand back up again. Your quadriceps are some of the largest muscles in your body and they are found in your thighs, helping you to run, walk, stand and sit. Deltoids are smaller muscles found on each shoulder. Without deltoids you wouldn't be able to lift your arms or rotate your shoulders. Then there's your tongue! A muscle which is attached only at one end. Without this muscle, life just wouldn't be the same!

These muscles help to make up the **musculoskeletal system**. This system is a combination of your muscles and your bones working **interdependently**. Your skeletal muscles work together with your bones to give your body strength and power. A skeletal muscle is almost always attached to one end of a bone. It stretches over a **joint** (the place where two bones meet) and then attaches again to another bone.



Principal's Reading: Science

Week Beginning: 04/09/23

Skeletal muscles are held to the bones with the help of **tendons**. Tendons are like rope, made of strong tissue, and they work as special connector pieces between bone and muscle. The tendons are attached so well that when you contract one of your muscles, the tendon and bone move along with it, like a machine.

Cardiac Muscle

These muscles are short and thick and appear only in the heart. They are involuntary muscles, which means that they work through messages from the brain telling them to work. You don't have to think about making this muscle work. Just like skeletal muscles, the cardiac muscles can become stronger with exercise. The more it has to work hard, the stronger it will become.

Questions

1. Why do we have muscles in our body?
2. Name the 3 different types of muscles.
3. Summarise information on the 3 types of muscles.

Romeo and Juliet - The British Library online

In 'Romeo and Juliet', Shakespeare was reflecting a growing concern over violence in Elizabethan England. The fight that opens the play indicates how easily brawls broke out in the streets. For older members in the audience, the image of young men on the prowl and a city slipping into mayhem would have been only too familiar. In summer 1595, perhaps in the same year Shakespeare was writing the play, a series of riots in London over rocketing **inflation*** caused the authorities to panic. On 29 June, a 1,000-strong army of apprentices and disaffected soldiers marched on Tower Hill; on 4 July, martial law was imposed. In the legal action that followed, the rioters were accused of intending to '*robbe, steale, pill and spoile the wealthy ... and to take the sworde of authority from the magistrats and governours lawfully authorised*'. Five were hanged, drawn and quartered. Ever-attentive to the world around him, Shakespeare responded to this atmosphere of what Benvolio calls 'the mad blood stirring' (3.1.4) by putting a version of it on stage:

GREGORY Draw thy tool. Here comes the House of Montagues.

SAMSON My naked weapon is out. Quarrel, I will back thee.

GREGORY How – turn thy back and run.

SAMSON Fear me not.

GREGORY No, marry – I fear thee!

SAMSON Let us take the law of our side. Let them begin.

GREGORY I will frown as I pass by, and let them take it as they list.

SAMSON Nay, as they dare. I will bite my thumb at them, which is a disgrace to them if they bear it.

He bites his thumb

ABRAHAM Do you bite your thumb at us, sir? (1.1.31–42)

Audiences at early performances must have watched these exchanges with a nervous shiver, and wondered whether the couple in the play's title would be the only ones caught up in the tragedy.

***inflation**—when people's money loses its value because of problems in the economy—this means that people can't afford what they need as the cost of everything increases.

Principal's Reading: English

Week Beginning: 11/09/23



Questions

1. What happened in the summer of 1595?
2. What does it mean to riot?
3. Why do you think Shakespeare begins the play with a fight? What does it tell us about the themes of the play that might be explored?

¿Es un problema la tecnología para los niños?

Las adicciones tecnológicas constituyen un problema preocupante en la sociedad moderna, sobre todo entre padres y profesores, debido al hecho de que muchos menores no quieren hacer otras actividades durante su tiempo libre, por ejemplo, estar al aire libre, salir con amigos, hacer deporte etc. porque prefieren dedicar más tiempo a la tecnología.

(BBC Bitesize)

Ayuda - Vocabulary to help!

Addicciones—addictions

Un problema preocupante – a worrying problem

Sobre todo—above all

Debido al hecho—due to

Menores—young people

No quieren—they don't want to

Principal's Reading: Spanish

Week Beginning: 18/09/23



Questions to answer (in English):

1. What are parents and teachers worried about?
2. Why are they worried about this?
3. Name any activities mentioned in the text, for example ones you might do in your free time.
4. Make a list of all the verbs you can find in the text.
5. Make a list of five nouns used within the text.

The True Story of Ian McCormack : Heaven, Hell and the Box Jellyfish



Ian was night diving off the island of Mauritius when he was stung by five Box Jellyfish, which are among the most venomous creatures in the world.

He was diving for lobster on the island of Mauritius (in the southwest Indian Ocean) one evening and was stung by five box jellyfish. Its poison can kill a person in four minutes. When an ambulance came, his body was completely paralysed, and necrosis had started to set into his bone marrow.

On the way to the hospital, McCormack began to see his life flash before him. He knew he was near death. He was an atheist and didn't know whether or not there was an afterlife. As he lay dying, he saw a vision of his mother, who was the only Christian in his family, praying for him. She encouraged McCormack to cry out to God from his heart and God would hear him and forgive him. He didn't know what to pray, so he cried out that if God was real, God would help him pray. Instantly, God showed McCormack the Lord's Prayer.

The ambulance reached the hospital and they brought McCormack inside. The doctors tried to save his life by injecting anti-toxins and dextrose into his body, but it didn't help. Within a few minutes, his body lay lifeless for about fifteen minutes.

During this time, McCormack was in a very dark place, and he didn't know where he was. As he reached out,

he found he wasn't touching anything. When he tried to touch his face, his hand would go right through it. McCormack began to sense that it wasn't just a physical darkness, but a spiritual darkness. He had a cold eerie feeling that there was something or someone else there, and it or he was looking at McCormack.

Then, a luminous beam of light radiated through the darkness and started to lift him upward. He found himself being translated up into it. McCormack then entered an opening and found himself inside a long narrow tunnel. At the far end of the tunnel he could see the source of the light. Then he watched as a wave of the light broke off the source and moved up the tunnel towards him. This light passed through McCormack, and he could feel a wave of warmth and comfort flood his soul.

Coming out of the end of this tunnel, he found himself standing in the presence of awesome light, power and love. He wondered if this was just an energy source in the universe or if perhaps there could be someone standing in the midst of this light. From



Principal's Reading: Religious Studies
Week Beginning: 25/09/23

the love he felt from each wave of light, he knew he must be in the presence of God. Ian cried and cried and confessed all he had done wrong and in response he was shown even more love and felt completely forgiven. He heard a voice ask him, "Ian, do you wish to return?" McCormack responded, "I don't know where I am, but if I am out of my physical body, I wish to return." Ian said this as he didn't want his mother to think he'd died without believing in God, so he longed to tell her that he now did. The voice then said, "If you wish to return, you must see in a new light." Words appeared in front of him, "God is light and in Him is no darkness at all (1 John 1:5)." McCormack had never read a Bible before in his life so he didn't know these words came from the Bible. Ian woke in the morgue of the hospital and has spent the rest of his life sharing his experience of hell, heaven and God's great love around the world to this day.

Questions:

1. What kind of religious experience did Ian have?
2. How do you think this experience changed his life?
3. What makes his religious experience believable?

Clive Sullivan- Rugby's First Black Captain

A Great Britain and Wales international winger, he played with both Hull and Hull Kingston Rovers in his career, and also played for Oldham, and Doncaster. He was the first black captain of the Great Britain Lions and for any national British sporting side.

Whilst growing up in the Splott district of Cardiff as a young teenager, he required operations on his knees, feet and shoulders. Due to the extent of these operations, a rugby career seemed unlikely. Sullivan never gave up, however, and he overcame his early childhood trauma by being granted a trial by Bradford Northern Rugby League Club at the age of just 17. Bradford however, passed on the young winger.

Rugby league club Hull, had different ideas about Sullivan and gave the young man, who boasted phenomenal speed, a chance to play rugby league. In his debut for Hull, Sullivan had an outstanding game and gained the support of the Hull club and city. Sullivan became known for his exceptional speed and the way he would outplay rugby league's finest opposition wingers. His upper-body was deceptively strong which gave him excellent cover defence. Despite his knees which haunted his childhood requiring constant attention and further operations, he played a total of 352 games for Hull, scoring 250 tries. In his 213 games for Hull K.R. he scored 118 tries.

In 1973 his Great Britain career came to an end with three tests against Australia. He was captain-coach of Hull FC from 1973 to 74.

The 1975 Rugby League World Cup saw Sullivan lead Wales in all four matches, scoring a try in the defeat of England in the second game for the Welsh team. Wales ended up finishing 3rd in the five-team World Cup.

Sullivan was unexpectedly called back into the Hull FC team in 1982 after a period on the coaching staff. At the age of 39 he played in the Challenge Cup Final replay at Elland Road which Hull won against Widnes.

When Sullivan died of cancer in 1985 aged just 42, the city of Hull held him in such high regard that a section of the city's main approach road (the A63) between the Humber Bridge and the city centre was renamed Clive Sullivan Way in his honour.



Principal's Reading: PE

Week Beginning: 02/10/23



Sullivan represented Great Britain 17 times and appeared at three World Cups, 1968 and 1972 with Great Britain and in 1975 for Wales.

Questions:

1. What position did Clive Sullivan play?
2. Where was his first professional Rugby club?
3. Where is Clive Sullivan Way?
4. Summarise the article in no more than 20 words.

Data: Census

The census is a survey that takes place every 10 years. It gives us the most accurate estimate of all the people and households in England and Wales.

The census asks questions about you, your household and your home. In doing so, it helps to build a detailed snapshot of our society. Information from the census helps the government and local authorities to plan and fund local services, such as education, doctors' surgeries and roads

Census information helps a wide range of people and organisations to do their work. All information is anonymised and the actual census records are kept secure for 100 years. Here's how the London Fire Brigade use information from the census. In planning its services, the LFB does an assessment of risk across London. LFB uses census data – and its own knowledge of the communities across the capital – to accurately assess the risk level for each area.

A big part of LFB's role is trying to prevent fires from happening in the first place and to do this it is important to look at which areas and communities are most at risk of fires. By looking at data from the census about age, for example, the team can map areas with higher numbers of older people living alone, who might be more at risk of injury or death if a fire happened. Other factors like overcrowding or the lack of central heating can also make people more vulnerable. The Brigade works with local councils and communities to help reduce risks, educating residents on fire safety and carrying out home fire safety visits. This helps to reduce the number of fires and casualties from fire in London. Without the census data it would be more difficult for the Brigade to map these areas of risk. It really does save lives.



Principal's Reading: Maths

Week Beginning: 09/10/23

Questions:

1. How often does the census take place?
2. Give 3 examples of what the information can help local authorities plan.
3. How many years are the census records kept for?
4. What does LFB stand for?
5. How does the LFB use the census information?
6. How do the LFB work together with local councils?
7. What group of people might be at risk of injury or death if a fire happened? Why do you think this is?
8. What is a census?
9. What does the word anonymised mean?
10. What does the word vulnerable

Technology for Learners: Using Scratch to learn programming concepts

Programming is a big part of computer science, and computer science is at the core of our computing curriculum. Since programming is itself at the core of computer science, it's worth taking some time to really get to grips with both programming as a series of concepts and one of the main tools used in schools to teach these concepts, Scratch.

Programming simply refers to the art of writing instructions (algorithms) to tell a computer what to do. Scratch is a visual programming language that provides an ideal learning environment for doing this. Originally developed by America's Massachusetts Institute of Technology, Scratch is a simple, visual programming language.

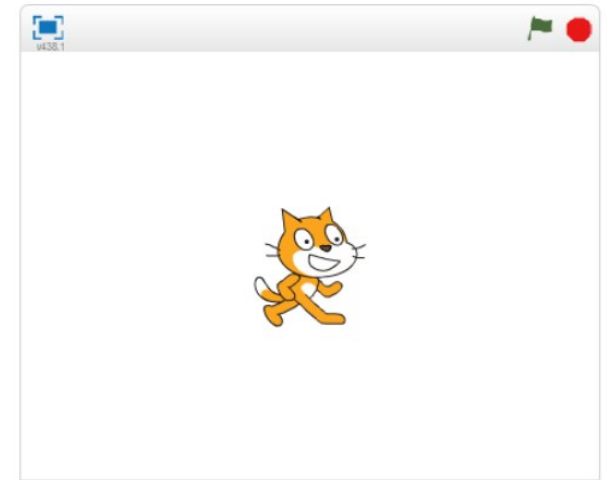
programs can be made using Scratch, including games, animations and interactive stories. Scratch is almost certainly the most widely used software for teaching programming to learners from 8 to 14 years.

Scratch is a great tool for developing the programming skills of learners, since it allows all manner of different programs to be built. any programming language. In order to help develop the knowledge and understanding that go with these skills though, it's important to be familiar with some key programming concepts that underpin the Scratch programming environment and are applicable to any programming language. These programming concepts are selection, sequence and iteration.

The most important thing in any Scratch program are the sprites. Sprites are the graphical objects or characters that perform a function in your program. The default sprite in Scratch is the cat, which can easily be changed. Sprites by themselves won't do anything of course, without coding!

Principal's Reading: Computer Science

Week Beginning: 16/10/23



Colour coded blocks of code simply snap together in certain ways like a jigsaw, eliminating the typing errors that tend to occur when people use text-based programming languages. Many media rich

Questions

1. Who created Scratch?
2. What animal is the default sprite in scratch?
3. Name two advantages of learning Scratch as a first programming language?
4. Thinking about the meaning of the word iteration—What do you think the programming concept iteration does in Scratch?

Nigeria Benin Bronzes: Buhari declaration 'blindsides' museum officials' (10th May 2023)

Nigeria's outgoing president has issued a **declaration** (announced a law) over the Benin Bronzes that could have significant consequences in the campaign for the return of these great cultural treasures.

In the last weeks of his administration, Nigeria's President Muhammadu Buhari made a decision which has caused a mixture of delight, concern and confusion. His declaration of 23 March, made public last month recognises the Oba, or king, of Benin, Ewuare II, as the owner of the famous Benin Bronzes.

These are thousands of metal castings and ivory carvings which were looted by a British military expedition in 1897 from the Benin kingdom in what is today southern Nigeria, and are now mainly in museums in Europe and the United States.

In recent years several of these museums, responding to demands from Nigeria but also from within their own societies, have started to return the Bronzes.

The Nigerian president's declaration says any **repatriated** (returned) Bronzes must be "handed over to the Oba", who is "responsible for the management of all places" where they will be kept. This could include the Oba's palace, or anywhere else he and Nigeria's government consider secure.

No Benin Bronze can be moved without the Oba's written authority, and he must inspect and authenticate each one upon its subsequent return.

These appear to come at the expense of the Nigerian government's National Commission for Museums and Monuments, (NCMM), which has handled many of the negotiations over the return of colonial-looted artefacts.

The president, said the Oba, had "spelt it out clearly. The ownership, custody, and management are vested in the Oba as an institution. That is the law." Many of the Benin people, known as the Edo, welcome the president's declaration.

The Benin Bronzes became known internationally as works of art during the decades they have been in Western museums, but they have a spiritual significance which predates this. But for the NCMM, who are in charge of the country's heritage and museums, this has come as an unwelcome surprise. "We were blindsided... this is not practical nor compatible with existing Nigerian law [and] it was written by someone who doesn't understand how museums work," one official said.

The Oba says that returned Benin Bronzes will eventually go on display in a much discussed Benin Royal Museum, to be located near his palace and constructed with the support of the Nigerian government.

Principal's Reading: History

Week Beginning: 06/11/23



Questions to answer:

1. Who is the Oba? What is his role in society?
2. What are the Benin Bronzes?
3. What is the dispute between the NCMM and the Oba?
4. Summarise the main argument of the article.
5. Why are the Bronzes in Europe and the United States?
6. Where are the Bronzes going to be kept?

Why Bees Matter

Bees are pollinators, they fly from flower to flower collecting nectar and pollen to feed themselves and their young, distributing the pollen from flower to flower as they go. This process of pollen transfer is vital for many plants to produce seed and to reproduce, maintaining genetic diversity in the plants they pollinate. Honeybees utilise plant odour when foraging for flowers and recent honeybee research has shown that plant odour are concealed by nitrogen oxides released in vehicle exhaust fumes. It is thought that this will reduce the bee's ability to find suitable flowers and directly impact on levels of pollination.

Pollination is an essential service for many reasons; it is economically very important, allowing for the production of the majority of the fruits and vegetables that we eat and on which we rear livestock. It allows wild plants to reproduce, creating the diversity of plants and habitats that are all around us. Bees are an essential part of ecosystems, as pollination causes plants to make seeds that can then be eaten by animals such as birds.

What's Happening to the Bees

Bee populations are under pressure and many are believed to be declining globally, as a result of a range of issues such as disease, agricultural changes and habitat loss, degradation and fragmentation. Climate change may also be having an impact on bees, not just as a result of changes to temperature, but also the influence on the timing of plant flowering and bee emergence through the year. If bees emerge too early or late the plants on which they rely may not yet have flowered or have finished flowering.

What 'Bee Friendly Nottingham' is doing to help

In 2014, they launched a campaign and started making some lasting changes to the way we manage our open spaces to help our wild and domestic bees and provide more flowers for foraging and more habitat for nest sites.



What You Can Do to Help

- Buy local honey. Avoids the need for imported honey that might bring in foreign pathogens harmful to our native and domestic bees - it also supports your local beekeepers
- Plant pretty garden plants that are good for bees. Some cultivated plants have been so heavily modified by human cultivation that they no longer provide nectar or have such complicated flower structure that bees can't get to it - avoid these flowers - see our download list for useful resources
- Don't over-tidy your garden - don't clear away dead hollow stems in the autumn or winter months, they might have tiny little bees hibernating in them! Piles of dead leaves, deadwood and sheltered corners of gardens can make good sites for bees to make their home.
- Think about the availability of nectar and pollen throughout the year. Spring flowering species are important for queen bumblebees that have hibernated over the winter and late autumn flowering species are important for them entering hibernation.
- Try walking, cycling, public transport or home working to reduce pollution from your travel and improve Nottingham's air quality. More information and help with planning a more environmentally friendly journey can be found at using the plan your journey.

Questions:

1. Why are bees important?
2. What is 'Bee Friendly Nottingham' and how is it helping?
3. If you do not have a garden, what else can you do to help bees?

Taal volcano: Thousands evacuated and alert raised after Philippines volcano spews smoke and ash

The Taal volcano, south of central Manila, caused more than 100,000 people to be evacuated last year after blasting steam and rock up to 15 metres into the air. Now, residents are fleeing once again.

Authorities in the Philippines have raised the danger level of the Taal volcano after it spurted a huge plume of gases and steam into the air. The Taal volcano in Batangas province, south of the capital Manila, caused disruption and concern on Thursday after spewing the 1km (0.62mile) high ash plume.

Officials cannot say if more eruptions will occur, and Renato Solidum of the Philippine Institute of Volcanology and Seismology said: "It's just one explosive event, it's too early to tell."

Volcanologists in the **Philippines** raised the alert status to level three from level two after the explosion, which means "there is magmatic intrusion at the main crater that may further drive succeeding eruptions".

Authorities have started urging residents in the lakeside towns of Agoncillo and Laurel to evacuate due to possible eruption hazards, including a potential for a volcanic tsunami.

Water in Taal's crater boiled before and after its eruption, a video posted on the Facebook page of the seismology agency showed.

The environmental organisation Greenpeace Philippines observed an unusual haze over the capital's skyline, on Wednesday, which The Philippine Institute of Volcanology and Seismology (PHIVOLCS) acknowledged was due to a combination of sulfur dioxide from the volcano and worsening air pollution.

Reacting to the occurrence, Greenpeace campaigner Khevin Yu said: "The unhealthy air situation due to increasingly normalizing car volume in Metro Manila, worsened by Taal's volcanic activities, exposes the consequences of deprioritizing air pollution monitoring."

Taal is one of the world's smallest active volcanoes, standing at only 311 metres (1,020ft).

It spewed clouds of ash in January last year, prompting the evacuation of more than 100,000 people. Clouds of ash blew more than 62 miles (100km) north, reaching Manila, and forcing the partial shutdown of the country's main airport with more than 500 flights cancelled.

Principal's Reading: Geography

Week Beginning: 20/11/23



Questions

1. What are the impacts of the volcanic eruption?
2. How might the Philippines respond to this event to reduce the impacts?

Who is Pablo Picasso?

Pablo Picasso is one of the most famous artists of the twentieth-century.

Why? Because he was brilliant at drawing. People really loved his doodles. What do you think of the drawing above? Look at how he has used colour...how many colours can you see? What objects are in the picture?



Even as a child he was better at drawing than many adults. He could draw and paint just about anything, and in any style. He liked to experiment and try out new ideas, which is important if you are an artist, because the world is always changing. Picasso helped us see the world in new ways

THE COLOURFUL STAGES OF PICASSO'S LIFE

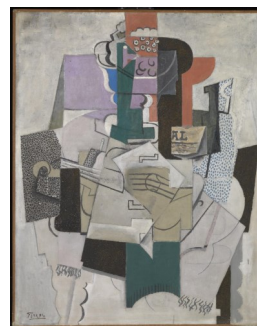


Picasso was so experimental, and created so many different kinds of art that historians have divided his life and the art he made into stages. The Blue Period and the Rose Period came first (when he used lots of blue and pink to make paintings). These were

followed by primitivism, cubism, classicism (when he created more traditional or classic artworks), surrealism, wartime and Late Works.

A CLOSER LOOK AT CUBISM

One of his most famous periods is the cubist period. The painting below is one of his cubist pictures. Cubism is when the artist paints an object, like a bottle, from lots of different angles all in the same picture. So you see the front, the back and the sides of the bottle at the same time. In a way, it's a bit like having x-ray eyes!



Picasso was born in Malaga in Spain in 1881, but in 1904 when he was 23 he moved to Paris. This is because Paris was the capital of the avant-garde, which means cutting-edge and very cool. Picasso became friends with lots of artists and writers, like Georges Braque who he invented cubism with; and a writer called Gertrude Stein who collected art wrote a cubist book. He became interested in art from other continents too. You can see some of these influences in his paintings.



Principal's Reading: Art

Week Beginning: 27/11/23

In 1937 the Spanish Civil War broke out. The picture below is called The Weeping Woman, and it was painted in protest to the bombing of a town called Guernica in Spain. The woman is crying but her face is all mixed up. This is because it is a cubist painting. If you look closely you can see that Picasso has painted both the front of the woman's face and the side of her face. Hold your hand up to the picture and cover the left side of her face. Can you see that she is now in profile? Picasso was trying to show us what pain and unhappiness looks like. But Picasso has also painted hope. The woman's right ear has turned into a bird that is drinking her tears away and there is a pretty flower in her hat, showing us that new life is just around the corner.



Questions:

1. What was Picasso's early life like? How did it affect his art?
2. What style of painting did Picasso invent with Georges Braque?
3. What unexpected perspective does Picasso's painting The Weeping woman show?

Antigone

Antigone is a tragedy written in 442 BC by Sophocles. It is chronologically the third of the three Theban plays but was written first.

The heroine, Antigone, opens the play attempting to defy (go against) the tyrant (evil ruler) Creon's orders that her brother Polynices lie unburied. Polynices had attacked the city in the Seven Against Thebes campaign (battle) and was killed along with his brother Eteocles, who was defending the city. Antigone is caught by a sentry (soldier) and is brought before Creon, with her sister Ismene, who refused to help bury Polynices for fear of her own life.

Creon believes his order is for the good of the city, but many people disagree with him, including the members of the chorus (public) and his son Haemon. Haemon attempts to defend Antigone, whom he wishes to marry, from the death sentence given to her by Creon, but he is unsuccessful and Antigone is left to die in a cave.

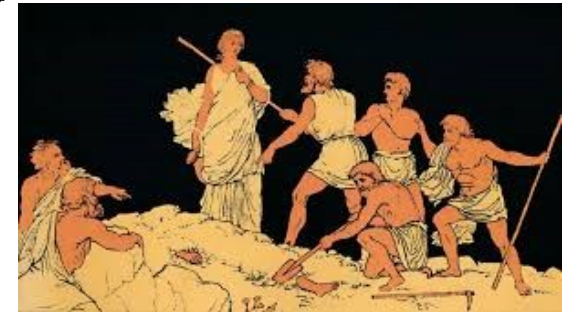


The blind prophet (future-seer) Tiresias then tells Creon that his actions are not beneficial to the city at all, and in fact are causing a *miasma* (pollution) and will eventually lead to his downfall. Creon is torn but comes to the conclusion that Polynices must be buried and Antigone must not be killed, but it is too late: Antigone has already hanged herself in her cave, just as her mother Jocasta hanged herself (in *Oedipus the King*—another play), and Haemon, on his way to rescue her, tries to kill his father and then kills himself when he finds that he is too late. Haemon's mother Eurydice also kills herself in grief over her son and to get revenge on her husband. She even curses Creon just before she takes her own life.

The play is also notable as one of the only plays in which the inside of the palace setting is shown. Usually in Greek tragedy all action took place outside of the house or palace depicted on the *skene* (the backdrop of the stage); deaths took place "inside," unseen by the audience. In this play, however, the *skene* was opened to show Creon finding the body of Eurydice.

Principal's Reading: Drama
Week Beginning: 04/12/23

The character of the sentry is also unusual, as he speaks like a lower-class person, in more natural language, rather than the stylized poetry of the other



characters. He has been compared to similar characters in the works of Shakespeare.

Questions to answer:

1. In this play there are lots of unusual names of characters, write down the name of each character on a line, and then what happens to them in the play.

E.g. Creon—the ruler who is seen as evil by some (he believes he is good). He doesn't want to... but changes his mind ... However...

2. Write a paragraph to explain why you believe Antigone was or wasn't right to defy Creon.

Music Profile: Ed Sheeran

Ed Sheeran. Edward Christopher Sheeran. 28-year-old singer-songwriter sensation who if not the definitive biggest musical artist of the decade, has at the very least been one of the top 5. Of those Top 5, only Ed Sheeran, Bruno Mars and Taylor Swift write or co-write all their own songs, but the real kicker is that Sheeran got his big break latest of all of them, towards the end of 2011, whereas the others were all active in the 2000s.

Ed Sheeran has a down-to-earth folk-pop style and friendly, musician-next-door image to match. This blend of warm personality and relatable songs gives him an extra ring of authenticity, making almost everyone feel like they know him personally on some level.

Not only does Sheeran have a definitive musical style, but it does seem to reflect that down-to-earth boy-next-door image of his. So what are some of the musical hallmarks of his songs that create this feeling? What elements would we use to write our very Ed Sheeran song? As a songwriter you want to develop your own particular style.



1) Tempo. Ed Sheeran songs range pretty widely from 45 beats per minute up to 168 beats per minute,

2) Form. Ed Sheeran songs tend to follow something similar to the verse-chorus-verse-chorus-bridge-chorus structure. Also, Ed Sheeran is a guitarist and guitarist do like their intro riffs!

3) Key. He really varies the keys from song to song on his albums but because he is a guitarist, we can tell certain things from his guitar playing. Sheeran tends to only really play in 3 keys: G, C and D.

4) Harmonies. Sheeran makes use of regularly doubling the melody an octave higher or lower. Not only does this distinguish his music because octaves are less conventional as harmonies, but it actually grounds him more as a musical artist.

5) Lyrics. This, being the most diverse part of his repertoire. We can derive certain common themes and lyrical devices at play. First of all, his songs are usually romantic. Like most pop music, Sheeran has a lot of relationship songs. These are basically always in the first-person and range far and wide from songs about hooking up to growing old together to unrequited love to loneliness. Thinking Out Loud and Perfect have both previously been claimed as Wedding Song of the year, and their multi-billion YouTube plays reflect that.

Principal's Reading: Music

Week Beginning: 11/12/23

Wordplay is another big hallmark, especially with metaphor and similes. Finally, Sheeran also likes to make use of certain less-conventional, oft-repeated rhyme schemes, reminiscent of his rap/hip-hop influences.



Questions to answer:

1. What words best describe Ed Sheeran's musical style?
2. What are the common elements of Ed Sheeran's music?
3. What influences are evident in Sheeran's music?

Victorian Christmas traditions

From Christmas cards to decorated trees and Christmas crackers, many of our best-known Christmas traditions are products of the Victorian era.

At the dawn of the 19th century, Christmas was hardly celebrated – at least, not in a way we would recognise today. Many businesses didn't consider it to be a holiday. Gift-giving had traditionally been a New Year activity, but moved as Christmas became more important to the Victorians. By the end of the century, Christmas had become the biggest annual celebration in the British calendar. Victorian advancements in technology, industry and infrastructure – as well as having an impact on society as a whole – made Christmas an occasion that many more British people could enjoy.

One of the most significant seasonal traditions to emerge from the Victorian era is the Christmas card. It was Sir Henry Cole, the first director of the V&A, who introduced the idea of the Christmas card in 1843. Cole commissioned the artist J.C. Horsley to design a festive scene for his seasonal greeting cards and had 1000 printed – those he didn't use himself were sold to the public. Later in



the century, improvements to the chromolithographic printing process made buying and sending Christmas cards affordable for everyone.

The greater mechanisation and widespread industrialisation of the country had helped to create a new middle class with a greater disposable income. In-

creased prosperity across Britain saw a rising market for mass-produced toys, decorations and novelty items such as the Christmas cracker. Inspired by bonbons (French sweets wrapped in paper) he saw during a trip to Paris, sweetshop owner Tom Smith first invented the cracker in the 1840s. It wasn't until the 1860s, when Smith perfected its explosive 'bang' that the Christmas cracker as we know it today became a popular seasonal staple. Along with a joke, gifts inside could range from small trinkets such as whistles and miniature dolls to more substantial items like jewellery.

The Victorian age placed great importance on family, so it follows that Christmas was celebrated at home. For many, the new railway networks made this possible. Those who had left the countryside to seek work in cities could return home for Christmas and spend their precious days off with loved ones. Family life was epitomised by the popular Queen Victoria, her husband Albert and their nine children. One of the most important Christmas traditions, the decorated Christmas tree, was a custom introduced to Britain by Prince Albert.

The idea of an indoor Christmas tree originated in Germany, where Albert was born. In 1848 the *Illustrated London News* published a drawing of the royal family celebrating around a tree bedecked with ornaments. The popularity of decorated Christmas trees grew quickly, and with it came a market for tree ornaments in bright colours and reflective materials that would shimmer and glitter in the candlelight.

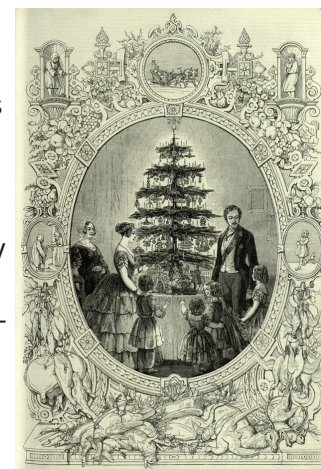
Mechanisation and the improved printing process meant decorations could be mass-produced and advertised to eager buyers. The first advertisements for tree ornaments appeared in 1853. Victorians

Principal's Reading: Advent

Week Beginning: 18/12/23

would often combine their sparkly bought decorations with candles and homemade edible treats, tied to the branches with ribbon.

Today, candles on the Christmas tree have been replaced by fairy lights, printed cards may be substituted with e-cards and we're more likely to find plastic knick-knacks in our crackers than jewellery. Our Christmas customs continue to be shaped by technological advancements and modern changes in society. How many of us do our Christmas shopping online, or Skype our families across the world on Christmas Day? But these new traditions are still rooted in the spirit of the Victorian Christmas – an integral part of the Christmas we celebrate today.



Questions:

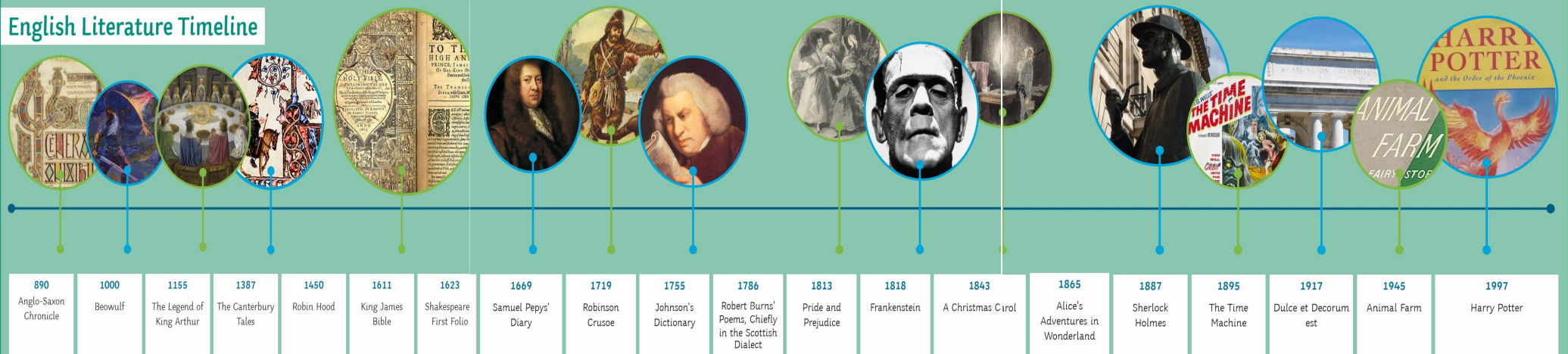
1. Why did Christmas become an occasion that people could enjoy?
2. Where did the concept of a Christmas tree come from?
3. Do you think Christmas has become too materialistic? Is it the Victorians' fault?

English, Year 8 Romeo & Juliet —Autumn Term



Section 1: Key vocabulary		Section 2: Key Characters		Section 3: Key Themes	
Tier 3 Vocabulary	Definition				
Prologue	A form of introduction. The prologue often reveals key events that will happen in the story, highlighting key themes and ideas.	Romeo	The son and heir of the Montague family. Romeo is fatalistic, can be rashly and is often impulsive.	Gender roles	The social norms or stereotypes of gender behaviour and expectations.
Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.	Juliet	The daughter of the Capulet family. Juliet is more cautious than Romeo, but feels emotions equally intensely. She is clever and perceptive.	Fate	The inevitability of events. This means that the events of their lives, and their deaths, are somehow already decided and unavoidable.
Duality	Opposites or contrast between two concepts, characters or two aspects of something; .	Mercutio	Romeo's friend, Mercutio is quick-witted and humorous. He is loyal to Romeo but is not directly involved in the feud.	Duality	The very first word in this play is two. We find many instances: Romeo and Juliet, Capulet and Montague, love and hate, home and exile.
Dramatic irony	When the audience is aware of something that the characters on stage are not yet aware of.	Benvolio	Benvolio is Romeo's friend and cousin. He is mild-mannered and wants to avoid the violence of Verona.	Patriarchy	A system of society or government in which men hold the power and women are largely excluded from it. .
Oxymoron	A figure of speech where conflicting words of opposite meaning are placed next to each-other, for example 'ill health'	Tybalt	Tybalt is Juliet's cousin. He is an aggressive, hot-tempered character who seeks confrontations and is a talented swordsman.	Love	The main theme of love is introduced at the very beginning by the Chorus in the prologue. Love takes many forms.
Iambic pentameter	The meter and beat that Shakespeare typically uses, made of up 10 syllables and 5 beats per line.	The Nurse	The Nurse is a mother figure to Juliet, and plays an important role in communication between the young lovers.		
Tier 2 Vocabulary	Definition	The Friar	The Friar plays a pivotal role in the play, marrying Romeo and Juliet in secret and creating the plan that ultimately goes tragically wrong.		
Status (n)	The position of authority and power that someone might have. You could have a high or low status.				
Legacy (n)	The lasting impact a person has. It can mean money that is inherited, but it can also mean ideas, laws or decisions that have an impact long after the person has gone.				
Virtuous (a)	Having or showing high moral standards.				
Feud (n)	A long-lasting serious argument, a form of legacy				
Turmoil (n)	A state of great disturbance, confusion, or uncertainty.				
Fatalistic (adj)	The belief that everything that happens is inevitable and already decided by the universe/fate.				
Rebellious (a)	Showing a desire to resist authority, control, or convention.				
Flaw (n)	An imperfection or negative trait in somebody.				
Contrition (n)	The state of feeling remorseful.				
Deception	The action of deceiving (lying to) someone.				

English Literature Timeline



Section 3 continued: Key Context and Literary Heritage

	Ancient Myths have helped to form the basis of much western literature and are frequently alluded to throughout the ages
	The Elizabethan (1558-1603) & Jacobean era was a very important era for theatre and poetry. Shakespeare is a key writer of tragedy and comedy as well as many sonnets

Section 5: Previous and Future Learning

Previous important learning	
The Tempest (Y7)	Shakespearean text that also examines the role and stereotypes of women, and explores the impact of power and conflict.
Myths (Y7)	The construction of stories, and ideas of fate and inevitability.
Future important learning	
Dracula (y8)	The dramatic / play form, gothic genre
Macbeth (Y10)	Shakespearean tragic play that depicts the tragic end of key protagonists

Section 4: Key Concepts

MORALITY: principles concerning the distinction between right and wrong or good and bad behaviour. Often literature deals with beliefs about morality through time.

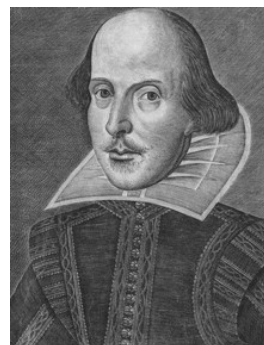
INEVITABILITY: the quality of being certain to happen. Often literature deals with the inevitability, or otherwise, of events. Cause and consequence.

GENDER: The group (sex) that we belong to or identify with. Romeo is male, Juliet is female. Often literature deals with social constructs and beliefs about perceived gender roles through time.

CONFLICT: A fight or battle between 2 or more sides. This can be a literal fight (the conflict in Syria) or a personal, internal conflict (clash of cultures) where we face a dilemma or crisis




LOSS: The fact or process of losing something or someone. Often literature deals with the emotions and reactions of characters who experience loss.

LOVE: An intense feeling of deep affection. It can take many forms: romantic, familial (love for relatives), unconditional (without judgement), deep friendship, unrequited (not returned), at first

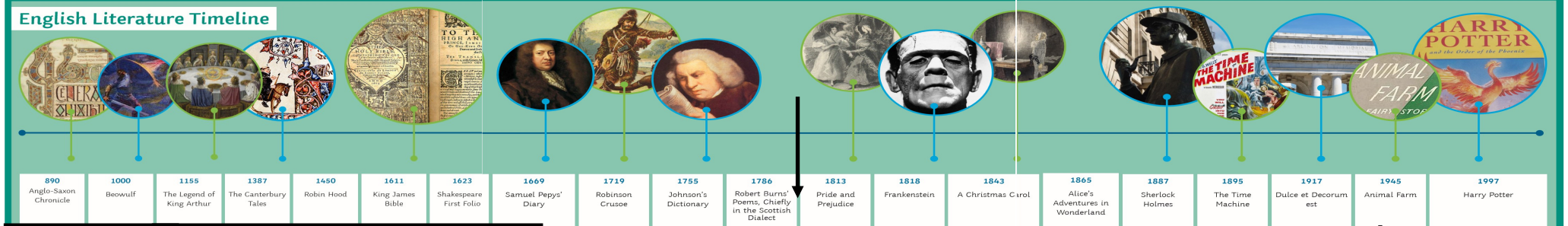




Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Anecdote	A short interesting story about a real incident or person: <i>'I had a friend who...'</i>
Facts	Something that can be proven to be true.: <i>'smoking is bad for your health'</i>
Opinion	A personal belief : <i>I believe schools need more money for books'</i>
Rhetorical Questions	A question designed to get the listener to think: <i>'Do you know what it's like to...'</i>
Emotive Language	Language designed to convey strong emotions <i>'The litter around school is a disgrace'</i>
Statistics	Numerical facts, often expressed as percentages <i>'65% of students would prefer...'</i>
Tricolon	A series of three parallel words, phrases or clauses: <i>'Friends, Romans, Country-men...'</i>
Anadiplosis	Where the speaker uses a word at the end of a clause and then repeats that word to begin the next clause.
Antithesis	If there is an antithesis between two things, there is a contrast between them.
Anaphora	The same phrase repeated at the start of succeeding sentences.
Rhetoric	The skill of using language effectively
Tier 2 vocabulary	Definition
Vehemently	To have strong feelings about something
Preposterous	ridiculous
Moral	Decent, honest, respectable
Obligation	A sense of duty
Reckless	Irresponsible
Tyrannical	Unfair to other s they have authority
Proposal	Idea or suggestion
Compromise	Coming to an agreement or settlement
Convincing	Believable
Compelling	Gripping or interesting

Section 2: Key Facts		
ETHOS Credibility 	PATHOS Emotion 	LOGOS Logic 
What is the Aristotelian Triad ?	Aristotle suggested there are three main ways that writers and speakers appeal to their audience. These three methods of appeal have become known as the ‘Aristotelian Triad’.	
What is ‘Ethos’ ?	<p>Ethos is how we portray ourselves in an argument: it is the image persuaders present of themselves, to those they attempt to persuade. <i>‘You should believe in me because..’</i></p> <p>Where does this word come from?</p> <p>This Greek word is derived from the root ‘ethikos’ meaning ‘morality and showing moral character’. This links to the similar sounding word ‘ethics’ which means</p>	
What is ‘Logos’ ?	<p>Logos is a Greek term meaning ‘word’ and refers to using logic and reasoning as your appeal. Logos is the clarity of the message itself, the credible arguments used and the supporting evidence on which arguments are built: facts, rather than emotion.</p> <p>Where does the word come from?</p> <p>In Greek logos means ‘word’, ‘reason’, or ‘plan’. The word ‘logic’ is a derivation of this Greek word.</p>	
What is ‘Pathos’ ?	<p>Pathos is the emotional influence of the speaker on the audience. Its goal is to make the audience feel something. Whether this is fear, joy, or patriotism, appealing to people’s emotions is a really powerful way to get them onside.</p> <p>Where does the word come from?</p> <p>It stems from the Greek word <i>pathos</i> meaning suffering; related to <i>paskhein</i> ‘suffer’ and <i>penthos</i> ‘grief’.</p>	

Section 3: Rhetorical Structure	
The Rhetorica ad Herennium is the oldest surviving Latin book on rhetoric, dating from the late 80s BC, and is still used today as a textbook on the structure and uses of rhetoric . The book teaches a very clear, very effective structure for organizing a piece of rhetorical writing whether it be a speech or a letter. It is organized into 6 parts!	
Exordium	This is where you set out your stall. The strongest upfront ethos appeal will come here.
Narratio	This is where you levelly and reasonably set out the area of argument, and the facts of the case as generally understood.
Divisio	Here's where you set out what you and your opponents agree about, and the areas on which you disagree.
Proof	This is where you set out the arguments supporting your case.
Refutation	The refutation is where you smash the counter-argument to pieces.
Peroration	This is the final part of the speech where you really play on the audience's



Aristotle's Rhetoric dates from 4th century BC. It isn't instructions on how to be persuasive, but more of a review on what he thought made persuasion successful.

In 1095 'Speech at Clermont', Pope Urban II makes a famous speech to over 300 people in which he launches the first crusade.

In 1789 William Wilberforce makes his 'Abolition Speech' to British parliament. He passionately argued against the slave trade. The Slave Trade Act was passed in 1807.

In 1913 on her tour of the US, Emmeline Pankhurst makes her 'Freedom or Death' speech about women's suffrage. She declared women would fight to the death and the protests were violent.

Section 3 cont'd: Key Context & Literary Heritage

	Ancient Myths have helped to form the basis of much western literature and are frequently alluded to throughout the ages
	The Elizabethan (1558-1603) & Jacobean era was a very important era for theatre and poetry. Shakespeare is a key writer of tragedy and comedy
	The metaphysical poets explore the fundamental nature of being and the world and is often used in the form of argument to describe the intellectual or emotional state

Section 4: Key Concepts

The concepts below are focused on in this unit.

OPPRESSION

When power is abused in order to limit a person's freedom and rights.

POWER

The ability to direct or influence people's behaviours, or to make decisions that are significant and important. It can be used well or it can be abused.

DECEPTION

Purposefully lying to someone to hide or disguise your true feelings or intent.

GENDER

The group (male or female) that we belong to or identify with. Often literature deals with social constructs and beliefs about perceived 'gender roles' through time.

REVOLUTION

This can mean an overthrowing of a government or social order in favour of a new system. This can be sparked by new ideas/philosophies and is very tied to political structures. It can also indicate huge shifts in society, such as the Industrial Revolution.

EXPLOITATION

Treating someone unfairly and manipulating them in order to gain something for yourself.

Section 5: Previous and Future Learning

Previous important learning

A Monster Calls (Y7)	How can you view different perspectives?
Autobiography (Y7)	Non-fiction writing features: anecdote, emotive language, first person narration etc.

Future important learning

Non-fiction political (Y9)	Non-fiction writing reflecting socio-political concerns
Big Issues (Y10)	Discussion of the big issues in society and where these come from
Expressing voice (Y10)	How are you actually able to share your voice and persuade others?



Section A: Key vocabulary

Tier 3	Definition
Venn Diagram (n)	A diagram made up of overlapping circles
Tier 2	Definition
Estimate (v)	Roughly calculate by rounding each number to one significant figure
Set (n)	Collection of things
Element (n)	Each individual item in a set
Intersection (n)	The elements that are in two or more sets (middle section of a Venn diagram)
Union (n)	The combined elements of two or more sets (all elements in the circles)
Mutually Exclusive	Events that don't occur at the same time
Probability (n)	The likelihood of an event happening
Bias (n)	Unfair or unequal (eg. weighted dice)
Fair (adj)	All outcomes are equally likely, no bias
Random (adj)	Unknown outcome, cannot be predicted
Prime (adj)	A number that has exactly two factors (one and itself)
Conjecture (n)	A statement that has not been proven (theory)
Counterexample (n)	An example that disproves a conjecture
Prove (v)	Show that a mathematical pattern exists in all situations

Concepts you have seen before: Four operations (addition, subtraction, multiplication, division), commutative, associative, factors, multiples, fractions, equivalent, rounding, place value, significant figures, estimate, product, quotient, expression, equation, sequences, triangular numbers, square numbers

Section B: Important Ideas / Concepts/ Questions

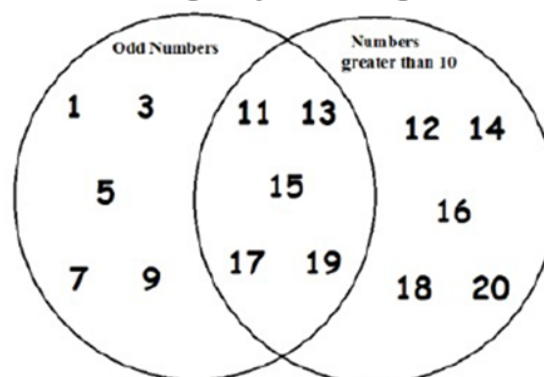
Estimation

Estimations are useful — especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure

Venn Diagrams

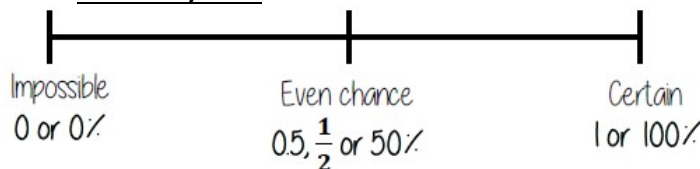
A Venn diagram is an illustration that uses overlapping or non-overlapping circles to show the relationship between finite groups of things.



2 4 6 8 10

Items with both properties go into the middle section.

Probability Scale



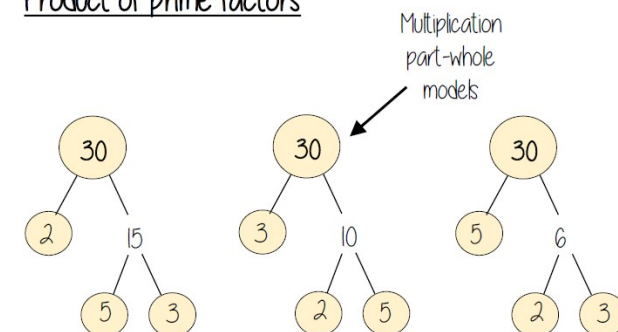
Probability is always a value between 0 and 1



The probability of getting a blue ball is $\frac{1}{5}$
 \therefore The probability of NOT getting a blue ball is $\frac{4}{5}$
 The sum of the probabilities is 1

Section C: Subject Specific Support

Product of prime factors



All three prime factor trees represent the same decomposition
 Multiplication is commutative

$$30 = 2 \times 3 \times 5$$

Multiplication of prime factors

Access **Hegarty Maths** on a computer, tablet device or smartphone for additional support:
www.hegartymaths.com
 Select **Bluecoat Wollaton Academy**



Topic	Videos
Mental Maths methods	135-136, 140-142, 146-148
Estimation	129-132
Venn Diagrams	370-380
Probability	349-355
Types of numbers	25-26, 28, 99
Factors and Multiples	27, 29-36
Proof	324

Mathematics — Proportional Reasoning Recap — Yr 8 Autumn 2



Bluecoat Wollaton
believe in yourself, in others, in God

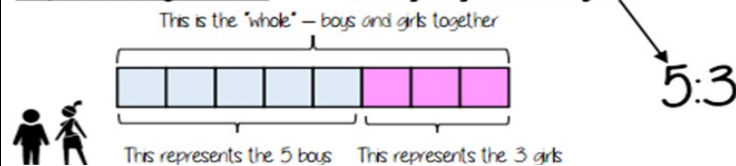
Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Unit Fraction (n)	a fraction where the numerator is one and the denominator a positive integer
Non-unit fraction (n)	a fraction where the numerator is larger than one
Reciprocal (n)	a pair of numbers that multiply together to give 1
Proportion (n)	The multiplicative link between two variables
Scale factor (n)	The multiple that increases or decreases something in size
Conversion (n)	The process of changing one variable to another
Ratio (n)	A comparison of two (or more) parts
Tier 2 Vocabulary	Definition
Scale (n)	The comparison of something drawn to its actual size
Equivalent (adj)	When two (or more) things have the same value
Part (n)	A piece of the whole

Concepts you have seen before:

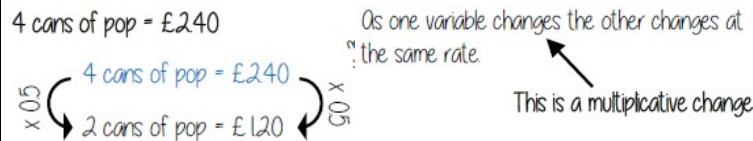
Multiplication, division, fraction, numerator, denominator, whole, commutative, dividend, divisor, quotient equivalent fractions, proportion

Section B: Important Ideas / Concepts/ Representations

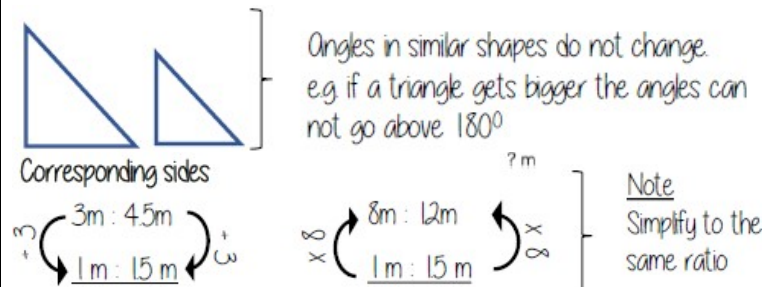
Representing a ratio



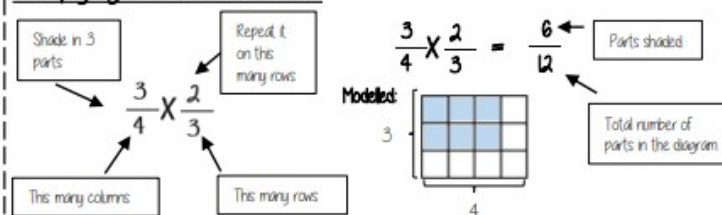
Direct proportion



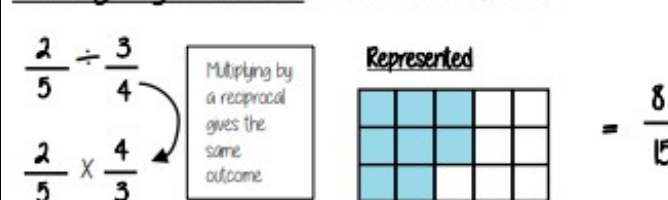
Ratio between Similar Shapes



Multiplying non-unit fractions

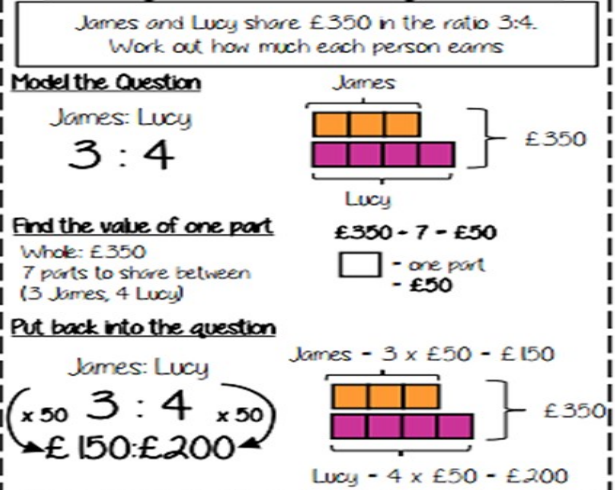


Dividing any fractions

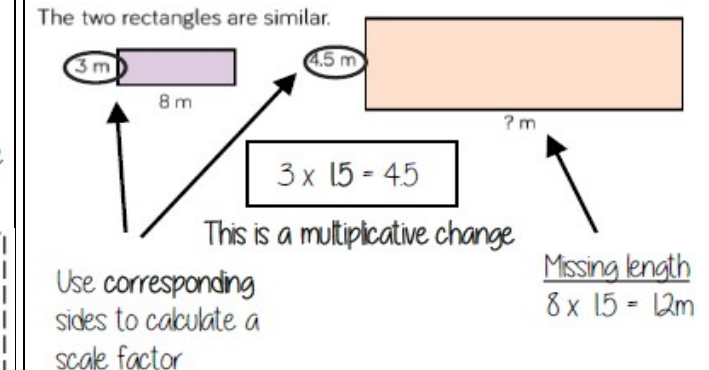


Section C: Subject Specific Misconceptions

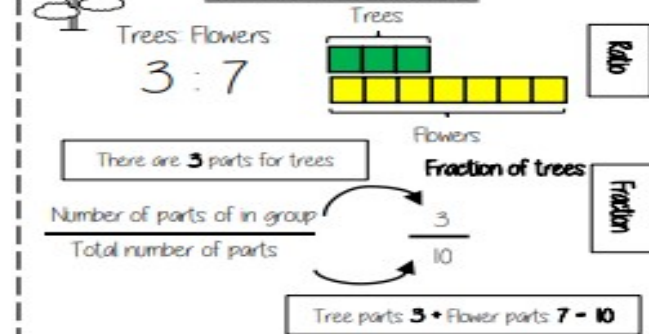
Sharing a whole into a given ratio



Understand Scale Factor

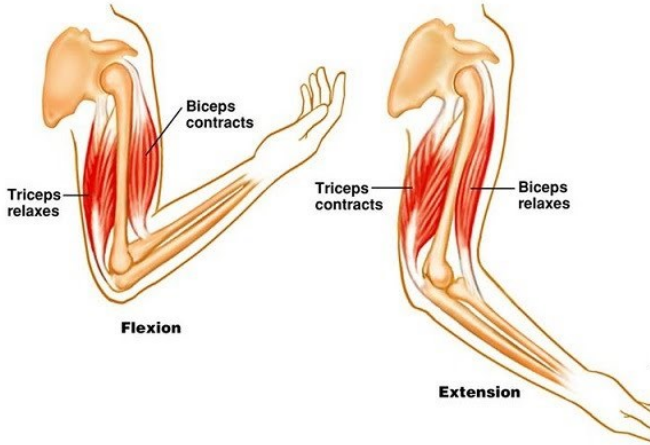



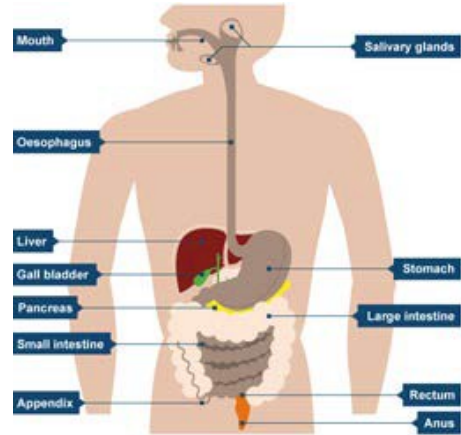
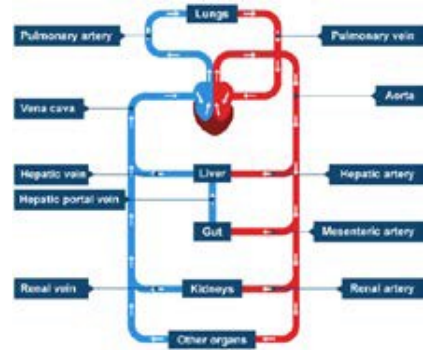
Ratio as a fraction



Subject: Science. Year 8 Autumn Term—Tissues and Organs

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Skeleton (n)	Framework of bone that supports the body.
Muscle (n)	Tissue in the body that allows movement.
Antagonistic (n)	Muscles that work in pairs to allow movement.
Nutrient (n)	A substance that provides the body with what it needs for life and growth.
Deficiency disease (n)	An illness caused by a lack of nutrients in the diet.
Enzyme (n)	A substance that speeds up reactions.
Arteries (n)	Blood vessel that transports blood away from the heart.
Veins (n)	Blood vessel that transports blood into the heart.
Capillaries (n)	Blood vessel that transfers nutrients and gases into cells.
Tier 2 Vocabulary	Definition
Comparison (n)	Look at how things are similar and different to one another.
Structure (n)	The parts something is made of.
Function (n)	The job something does.
Exert (v)	To apply a force on something.

Section B: Important ideas / Concepts / Questions
Antagonistic Muscles
Some muscles work in pairs to move parts of the body, for example in a bicep curl. One muscle of the pair contracts to move the body part, the other muscle in the pair then contracts to return the body part back to the original position. Muscles that work like this are called antagonistic pairs .

Enzymes
Enzymes are chemicals that break down the large pieces of food (polymers) into smaller pieces (monomers) during digestion. This is so they are small enough to travel in our blood to go to the places in our body they are needed.


Section C: Subject Specific
The Digestive System

The Circulatory System
This is the route blood takes around the body. It is pumped from the heart into arteries, delivered to the cells, and returned to the heart in veins. It then travels to the lungs to refill with oxygen, before travelling around the body again.

Concepts you have seen before:
Year 7 Cells



Section A: Key vocabulary

Tier 3 Vocab	Definition
Atom (n)	The smallest particle that can exist.
Element (n)	A substance made up of the same type of atoms.
Compound (n)	Different types of atoms chemically joined together.
Mixture (n)	Different types of atoms and compounds together.
Molecule (n)	Two or more atoms joined together.
Solute (n)	A substance that dissolves.
Solvent (n)	A substance that can dissolve others.
Soluble (n)	When something can dissolve.
Insoluble (adj)	When something cannot dissolve.
Solubility (n)	The amount of substance that will dissolve.
Boiling point (n)	The temperature at which a substance changes from the liquid state to the gas state.
Melting point (n)	The temperature at which a substance changes from the solid state to the liquid state.
Tier 2 Vocab	Definition
Measure (v)	Ascertain the size, amount, or degree of (something) by using an instrument or device.
Separate (v)	Cause to move or be apart.
Evaporate (v)	Turn from liquid into vapour.
Evidence (n)	The available body of facts or information indicating whether a belief or proposition is true or valid.
Rock (n)	The solid mineral material forming part of the surface of the earth and other similar planets.
Distinguish (v)	Recognise or treat (someone or something) as different.
Investigate (v)	Carry out research or study into a subject or problem.

Section B: Important Information

Chromatography

Chromatography is a separation technique used to separate mixtures of soluble substances.

These are often coloured substances such as food colourings, inks, dyes or plant pigments. Chromatograms can be used to match known pigments with those in a mixture.

On a chromatogram, one spot means that the substance is pure. An impure substance produces two or more spots.

Relative Formula Mass

This is a measure of the total mass of atoms in a compound.

H₂O is a compound with two atoms of hydrogen and one atom of oxygen. The atomic mass of hydrogen is 1 and the atomic mass of oxygen is 16. You have two atoms of hydrogen (2 x 1) and one atom of oxygen (1 x 16). Therefore the relative formula mass of H₂O is: 2 + 16 = 18.

What is the formula mass of these compounds?.

CO₂ (Carbon = 12, Oxygen = 16)

H₂SO₄ (Hydrogen = 1, Sulfur = 32, Oxygen = 16)

Distillation

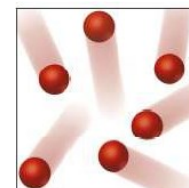
Distillation is a way of separating mixtures using boiling points. The mixture is heated up in a flask and attached to a tube, which usually has cold water flowing around the edge of it. When the mixture reaches the boiling point of one of the liquids, that liquid will evaporate, hit the inner tube and be cooled down by the water in the outer tube. This turns it back into a liquid, which can then drip out of the end of the tube,

Section C: Diagrams

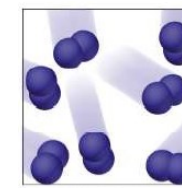
Chromatography



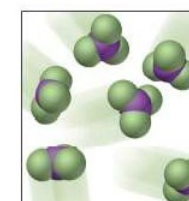
Atoms, Molecules, Compounds and Mixtures



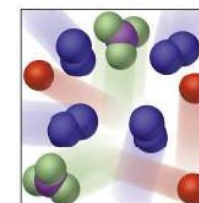
(a) Atoms of an element



(b) Molecules of an element



(c) Molecules of a compound

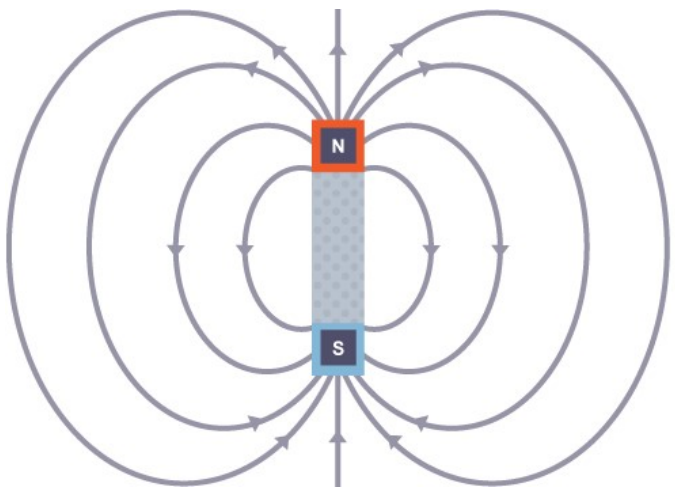


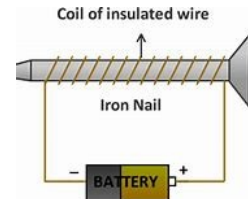

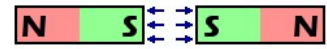

(d) Mixture of elements and a compound

Concepts you have seen before:



Year 7 Atoms


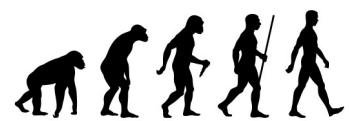
Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Magnet (n)	A magnet is a piece of metal that can pull
Magnetic field (n)	A region around a magnet where the force of
Electromagnet (n)	A metal made into a magnet by
Electric Current (n)	A flow of charged particles, such as electrons or ions, moving through an electrical
Permanent Magnet (n)	A magnet that retains its magnetism after removal of the magnetising force.
Current (n)	Current is the rate at which electrons flow past a point in a complete electrical circuit.
Compass (n)	An instrument which is used to find the direc-
DC Motor (n)	A DC motor is any of a class of rotary electrical motors that converts direct current (DC) electrical energy into mechanical
Tier 2 Vocabulary	Definition
Attraction (n)	When two opposite magnetic poles are close, they attract each other.
Repulsion (n)	When like poles are pushed together, there is
Appliance (n)	A device or piece of equipment designed to perform a specific task.
Circuit (n)	Move all the way around (a place or thing).
Investigate (v)	Carry out research or study into (a subject or

Section B: Important Ideas / Concepts/ Questions
Magnetic Fields
<p>The region around a magnet where a force can be felt is called the magnetic field. If magnetic materials enter this region, they will be attracted to the magnet.</p> <p>Permanent magnets can come in lots of different shapes and sizes. Bar magnets and horseshoe magnets are two of the most common shapes of magnet.</p> <p>One of the most important features of a permanent magnet, whatever shape it is, is that it has two different ends. These ends are called poles. There is a north (N) pole and a south (S) pole.</p> <p>The magnetic field is shown by lines with arrows that point from north to south.</p>


Section C: Diagrams
Electromagnets
<p>An electromagnet uses an electrical current to generate a magnetic field.</p> <p>There are three ways to strengthen an electromagnet:</p> <ul style="list-style-type: none"> Increasing current Increasing the number of turns of the coil Adding an iron core <p>An electromagnet with a permanent magnet can be used to make motors and loudspeakers</p>

Magnetism
<p>ATTRACTION</p>  <p>REPULSION</p>  <p>OR</p> 
<p>Concepts you have seen before: Year 7 Energy</p>

Section A: Key vocabulary	
Tier 3 Vocab	Definition
Theist (n)	Someone who DOES believe in God.
Atheist (n)	Someone who does NOT believe in God.
Agnostic (n)	Someone who believes it is impossible to know whether God exists or not.
Religious Experience (n)	An experience that brings a person closer to God.
Mystical Experience (n)	An experience of God that is difficult to explain.
Conversion (n)	An experience that makes someone follow a religion or change religion.
Tier 2 Vocab	Definition
Fact (n)	Something that actually exists or can be proved to be true.
Belief (n)	Accepting that something is true that isn't actually based on evidence.
Theory (n)	A system of ideas intended to explain something.

Section B: Arguments for the existence of God
Cosmological (First Cause) argument <ul style="list-style-type: none"> Everything has a cause, so the world existing can prove God exists. Everything in the universe comes from something. You cannot make something out of nothing. As everything in the universe has a cause, therefore the universe itself must have a 'First Cause'. That 'First Cause' is God. 
Teleological (Design) Argument: <ul style="list-style-type: none"> The complex and meticulous design of the world and the universe proves that God truly exists. If you were walking on a heath (<i>open countryside</i>) and saw a watch on the ground you would assume that its parts (<i>components</i>) had not come together by chance, because it is too ordered and complicated. Therefore someone must have designed it or it would not work. As the universe is also ordered and complicated, someone must have designed that too. <p><i>Examples: (gravity; the seasons; the ozone layer; Earth's distance from the sun...etc.</i></p> <ul style="list-style-type: none"> The only being omnipotent enough to design such a complex world is God. Therefore, God exists. 

Section C: Atheist response
Big Bang Theory <p>About 13.7 billion years ago all the matter in the Universe was concentrated into a single incredibly tiny point. This began to enlarge rapidly in a hot explosion, and it is still expanding today.</p> <p>This event caused the universe. It was not caused by any God/gods.</p> 
Evolution by Natural Selection <p>All the different species have evolved from simple life forms. These simple life forms first developed more than three billion years ago. They have evolved to better suit their environment. This explains why it might appear that they have been 'designed' that way.</p> 

Concepts you have seen before:
Creation.

Section A: Key vocabulary	
Tier 3 Vocab	Definition
The Fall (n)	When Adam and Eve disobeyed God in the Garden of Eden it brought evil and suffering into the world.
Natural Evil/ Suffering (n)	Evil/suffering that is caused by nature, e.g. earthquakes, illness.
Moral Evil/ Suffering (n)	Evil/suffering that is caused by humans, e.g. murder, theft.
Freewill (n)	God has given humans the freedom to make their own choices.
Humanism (n)	A non-religious view of the world. <i>'happiness is the only good'</i>
Tier 2 Vocab	Definition
Reason (n)	Using logic, empathy, knowledge and understanding, to make a sensible judgement/decision.
Human rights (n)	A right which belongs to every person, e.g. the right to freedom of speech.
Freedom (n)	The power or right to act, speak or think as you desire.

Section B: The Problem of Evil

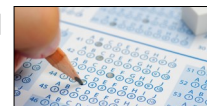
Evil and suffering do exist, therefore...

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graph TD
    A[Evil and suffering do exist, therefore...] --> B[maybe God doesn't care about human suffering]
    A --> C[maybe God can't do anything about human suffering]
    A --> D[maybe God doesn't know about human suffering]
    B --> E[maybe God isn't all-loving]
    C --> F[maybe God isn't all-powerful]
    D --> G[maybe God isn't all-knowing]
    E --> H[Therefore, God does not exist.]
    F --> H
    G --> H
        
```


Responses to the Problem of Evil:

- It is important to learn from our mistakes and the existence of evil and suffering is God's way of allowing this to happen.
- Evil and suffering is all part of God's plan of which we will never fully understand. Don't question God. Accept his will.
- God does not cause the suffering, humans do by misusing their free will.
- Suffering can be seen as a test from God to test faith, for which you will be rewarded.



Section C: Humanist Beliefs

- Humans only have **one life**. (no afterlife - Heaven/Hell)
- You should **give meaning to your own life** by seeking **happiness and helping others to do the same**.
- Moral decisions** should be **made based on reason, empathy and a concern for other human beings** - everyone's human rights should be respected.
- Human experience and reason provide the only source of knowledge and authority** (not a higher power/being).
- The world is a natural place and we should **use science and reason to make sense of the world**. (We should not look to a 'god' for answers).



Concepts you have seen before:

Nature of God, testing of faith, salvation and Jesus, non-religious views

History, Year 8—Benin & Slavery in the British Empire —Autumn Term

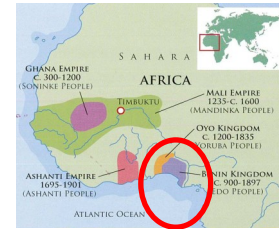


Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Ife-Ife (n)	The sacred (holy) town of the Yoruba peoples.
Ooni (n)	The Divine Ruler of Benin—a God-like figure.
Oba (n)	This means 'King'. There were many Obas or Kings of Benin (modern day Nigeria).
Cowrie (n)	A type of flattened, yellow shell used as currency (money) in Benin.
Council of Elders (n)	Senior people in villages who gave advice to the head of the village.
Middle Passage (n)	The middle section of the Triangular Trade from West Africa to the Americas.
Triangular Trade (n)	A trade system importing (buying) and exporting (selling) goods to and from three locations.
Royal African Company (n)	A group founded (created) by King Charles II of England to trade with the West Coast of Africa.
Tier 2 Vocabulary	Definition
Province (n)	A part of a country or empire, normally outside the
Meritocracy (n)	A society where people are given jobs or roles based on merit (how well they do).
Slave Trade (n)	The buying and selling of humans as slaves. Particularly Africans traded by Europeans from c. 16th-19th centuries.
Colony (n)	A country or region under control of another country. E.g. England was a colony of the Roman Empire.
Transatlantic (adj.)	Going across the Atlantic Ocean.
Empire (n)	A group of countries or states ruled over by one monarch.
Monopoly (n)	A company having exclusive or complete control to trade in a particular area.
Enslave (v)	To make someone a slave.
Abolition (v)	To get rid of or ban something e.g. slavery.

Section B: People and Places

The **Kingdom of Benin** existed from circa (around) 1200 to 1897 when the British Empire took Benin as a colony. It is located in Western Africa, in what is now known as Nigeria.



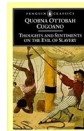
Abolitionists

Ottobah Cuguano: An African man from the Gold Coast. Taken to Grenada in the Caribbean to work as a slave. He was the first African to demand **abolition** of the slave trade.

Olaudah Equiano: He was captured from Benin in 1756 and **enslaved**. He bought his freedom for £40 in 1766. He travelled and spoke at public meetings, calling for the abolition of slavery.

Mary Prince: Born in 1788 to a slave family in Bermuda. Travelled to England in 1822, and joined the **Anti-Slavery Society**. First black woman to write and publish her own **autobiography** about her life as a slave.

Phillis Wheatley: Born in Africa in 1753 and captured at 8 years old. Published a book of poems in 1773. First black woman in Britain to have her book published. She spoke at public meetings against slavery.



Concepts you have seen before: monarch, Catholic, Pope, archbishop, heir, succession, Rebellion, Parliament, trade, economy, society, politics, expansionism, monarchy, taxation, population, protest.

Section C: Timeline

Timeline for the Kingdom of Benin (c.1500-1750)

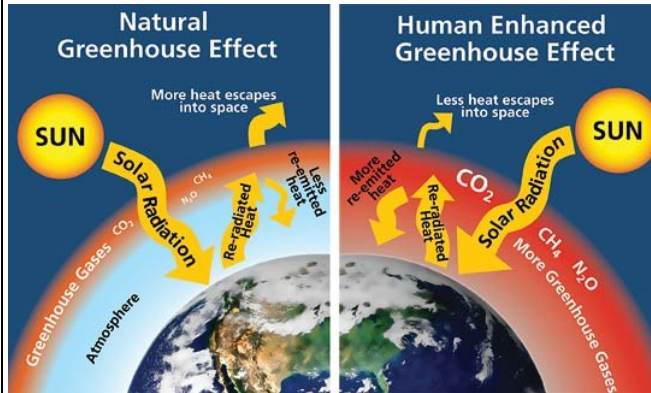
C.1200	Oba Eweka is crowned the first Oba (king) of Benin.
C.1440	Oba Ewuare becomes King of Benin and transforms parts of Benin.
C.1481-1504	Oba Ezuola expands (increases) the territory or land that is part of Benin.
1485	The Portuguese arrive in Benin and begin trading.
1510	Traders from São Tomé (at this time a Portuguese island) begin travelling to Benin for slaves.
1516	Separate slave markets are created for male and female slaves by Oba Esigie.
1550	Benin's borders are expanded to Lagos.
1608	Oba Ohuan dies and a succession crisis begins. This

Timeline for Slavery in the British Empire

1661	Barbados Slave Code: Made slavery legal on the island of Barbados in the Caribbean.
1772	James Somerset Case: A legal case represented by lawyer Granville Sharp. Somerset escaped slavery in Virginia (America) but was captured in London to be returned to his slave owner Charles Stuart. Sharp and Somerset won the case— English law said Stuart could not capture Somerset in England. Somerset was now a free man.
1807	First Abolition of the Slave Trade Act. This banned the trading of slaves across the Atlantic.
1833	The Slavery Abolition Act gave all slaves in the British Empire their freedom. The British government paid compensation (money) to British slave owners.
1871	The ' Scramble for Africa ' begins as European countries take over African countries for their empires. Britain is looking for alternative trade to slavery.

Section A: Key vocabulary	
Tier 3	Definition
Carbon cost (n)	How much carbon dioxide is produced. Measured in kg per mWH (megawatt hour)
Solar radiation (n)	Insolation is incoming solar radiation. This is incoming energy from the sun.
Sustainable (adj)	The use of resources which meets the needs of current populations, without compromising the ability of future generations to meet their needs.
Tier 2	Definition
Atmosphere (n)	The gases surrounding the earth.
Benefit (n)	A positive impact of a project or event; advantage.
Carbon emissions (n)	The release of carbon in to the atmosphere.
Climate change (n)	The change in global climate patterns, particularly due to increased levels of carbon dioxide in the atmosphere
Consumption (n)	Using something. Energy consumption relates to our use of energy resources.
Cost (n)	A negative impact of a project or event.; a disadvantage.
Deficit (n)	This is when there is a lack of a resource.; there is less available than required.
Greenhouse gases (n)	These gases absorb radiation. E.g. water vapour (H ₂ O), carbon dioxide (CO ₂), methane (CH ₄).
Surplus (n)	This is when there is an excess of a resource; there is more available than required.

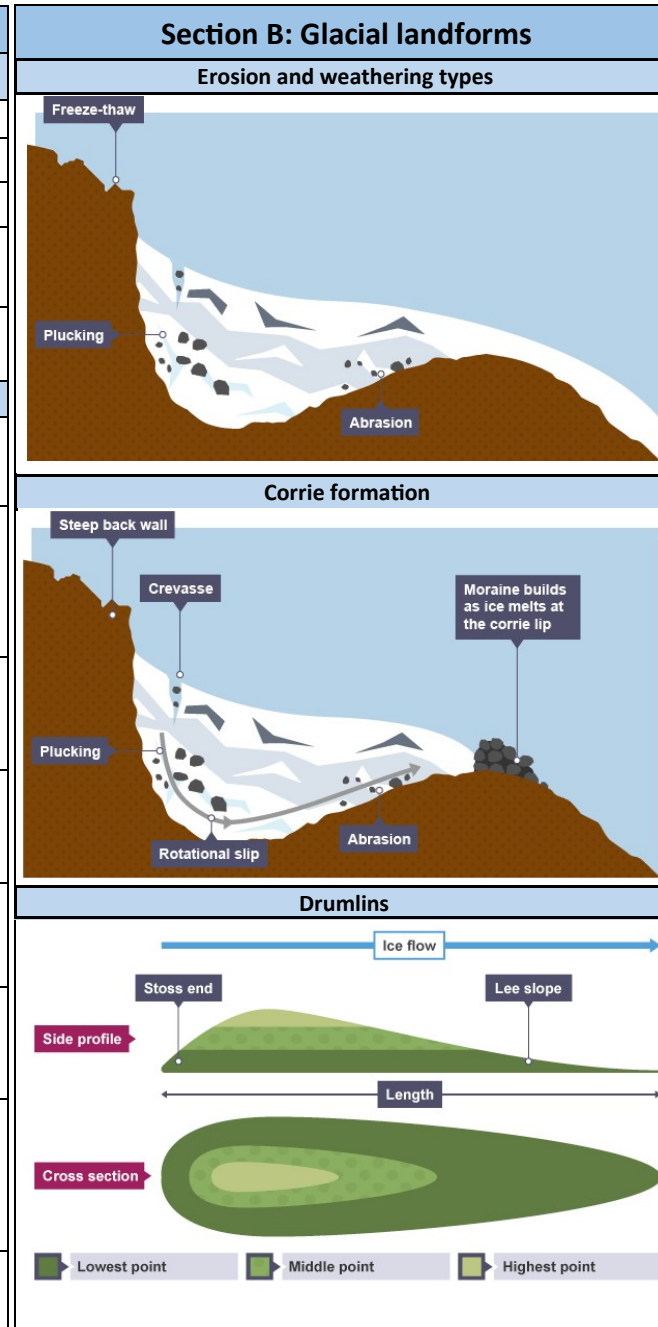
Section B: Important ideas and concepts
<p>Why is global energy consumption increasing?</p> <p>Global population has increased rapidly since the 1700s. Since 1970, the global population has doubled and is now around 7.5 billion. This means there is a huge increase in the demand for energy.</p> <p>Also, the world is becoming more economically and technologically developed. This means we are using more technology which uses more energy and more factories and industries are using more energy.</p>
<p>How is electricity created?</p> <p>This varies depending on type of energy. Most electricity is created through movement of turbines. Fossil fuels are burned, which heats water, which turns to steam and spins a turbine. A generator then turns this mechanical energy into electrical energy.</p> <p>With renewable energy, such as wind turbines, the wind spins the turbine to create mechanical energy.</p>
<p>Why is the climate changing?</p> <p>Increasing energy consumption means increasing production. This leads to increased greenhouse gas emissions. These gases create a thicker layer in the atmosphere, which traps more of the sun's radiation. This heats up the earth's atmosphere.</p>

Section C: Graphs and diagrams	
	
Energy types	
Non-renewable	A finite resource. A source of energy which will run out. It is not capable of being replenished.
Renewable	An infinite resource. A source of energy which will not run out. It is not depleted when used.
Fossil fuels	Coal, oil and gas are all examples. A natural fuel which formed in the geological past from the remains of living organisms. Fossil fuels are non-renewable.
Nuclear power	Energy created through nuclear fission; this involves the breaking up of uranium atoms.
Tidal power	Energy harnessed from tides. Tides occur twice a day and are controlled by the moon. This causes the sea to rise and fall.
Geothermal energy	Energy harnessed from heat within the earth's mantle.

Geography—Glaciation—Autumn term



Section A: Key Vocabulary	
Tier 2	Definition
Landform (n)	A feature on the Earth's surface.
Formation (n)	The process by which a landform is created.
Effect (n)	The consequence of an event.
Management (n)	The process of dealing with or controlling the effects.
Conflict (n)	A disagreement about an issue in geography.
Tier 3	
Bulldozing (n)	Ice pushes material of all shapes and sizes as it moves slowly forward.
Corrie (n)	Armchair-shaped hollow in the mountainside formed by glacial erosion, rotational slip and freeze-thaw weathering. This is where the valley glacier begins.
Drumlin (n)	A hill made of glacial till deposited by a moving glacier, usually elongated or oval in shape.
Deposition (n)	The setting down of sediment by the loss of energy in the glacier, usually due to melting.
Hydraulic power (n)	The process by which breaking waves compress pockets of air in cracks in a cliff.
Abrasion (n)	Erosion caused by rocks and boulders in the base of the glacier acting like a giant file scratching and scraping the rocks below.
Plucking (n)	A type of erosion where melt water in the glacier freezes onto rocks, and as the ice moves forward it pulls out large pieces along the rock joints.
Stakeholder (n)	A person or group of people who have an interest in a geographical issue.



Section C: Alps Conflict Case study		
Facts and figures		
<p>The Alps are located in Europe. It covers land in 7 countries including Italy, France and Switzerland.</p> <p>The Alps consist of approximately 180 mountains with the tallest being Mont Blanc at 4,910m.</p>		
	Benefits	Costs
Tourism	<ul style="list-style-type: none"> - Creates jobs. - Encourages local crafts. 	<ul style="list-style-type: none"> - Higher land prices. - Trees felled for activities. - Loss of cultural identity among locals.
Farming	<ul style="list-style-type: none"> - Milk can be used to make local specialists cheeses. - Has contributed to Swiss 	<ul style="list-style-type: none"> - Keeping of cattle can increase the release of greenhouse gases such as methane.
Industry	<ul style="list-style-type: none"> - Provides building resources. - Creates jobs for local people. 	<ul style="list-style-type: none"> - Can release air pollution which builds up in the environment. - Use of fossil fuels can
Hydroelectric	<ul style="list-style-type: none"> - HEP provides almost 2/3 of Switzerland's electricity. - Electricity can be used in other industries. 	<ul style="list-style-type: none"> - Valleys have been flooded to create reservoirs. - There can be a reduction of biodiversity.

Previously seen concepts-

Formation of landforms. Cause, effect and response of events. Interpretation of diagrams. Causes of conflict.

Spanish, Year 8 — La Tecnología—Autumn Term 1

Section A: Key terms	
Previous Tier 3 Vocabulary (from Autumn 1)	
Conjugate (v)	Infinitive (n)
Preterite tense (n)	Cognate (n)
New Tier 3 Vocabulary	Definition
Article (n)	An article is used to describe A (definite) or THE (indefinite). In Spanish these have genders.
Conditional (n)	A tenses expressing when someone 'would' like to do something.. E.g. I <u>would</u> like to drink water.
Tier 1 Key Questions	Meaning
¿Qué tecnología tienes?	What technology do you have?
¿Para qué lo usas?	What do you use it for?
¿Qué haces con tu móvil?	What do you do with your mobile?
¿Qué tipo de música te gusta?	What type of music do you like?
¿Qué tipo de programas te gusta ver?	What type of programmes do you like to watch?
¿Qué hiciste ayer?	What did you do yesterday?
Tier 1 Key Nouns	
Un móvil (a mobile)	Un programa de...(a ... programme)
Un portátil (a laptop)	Deportes (sports)
Una película (a film)	Un documental (a documentary)
Un cantante (a singer)	Un concurso (a game show)
Una telenovela (a soap)	El telediario (the news)







Section B: Key Grammatical Points			
The Present Tense Recap			
You use the present tense to talk about what usually happens. In Spanish, the verb endings change depending on who is doing the action. You take off the endings (-ar, -er, -ir) and add the ending you need.			
Pronoun	-AR	-ER	-IR
Yo (I)	-o	-o	-o
Tú (You sing.)	-as	-es	-es
Él/Ella (He/She/It)	-a	-e	-e
Nosotros (We)	-amos	-emos	-imos
Vosotros (You pl.)	-áis	-éis	-ís
Ellos/Ellas (They)	-an	-en	-en
Para + infinitive—How do you use it?			
In Spanish the word for ‘in order to’ is ‘para’.			
When we use ‘para’ in Spanish it must be followed by an infinitive verb.			
Phrase	+ PARA	+ Infinitive	
Uso mi móvil	para	chatear	
Tengo un portátil	para	ver películas	
Me gusta v Me gustan—Which do I use and when?			
Me gusta is used when talking about something that’s singular.			
Me gustan has to be used to say you like something that’s plural.			
Me gusta	+ singular	Me gusta el gato	
Me gustan	+ plural	Me gustan los gatos	

Section C: EATTACO vocabulary	
Tenses /verbs	
Usar	To use
Uso	I use
Usas	You (sing.) use
Usa	He/she/it uses
Usamos	We use
Usáis	You (pl.) use
Usan	They use
Tener	To have
Tengo	I have
Tienes	You (sing.) have
Tiene	He/she/it has
Tenemos	We have
Tenéis	You (pl.) have
Tienen	They have
Conditional Tense	
Me gustaría tener	I would like
Me gustaría comprar	I would like
Usaría	I would use
Sería	It would be
Opinions- Comparisons	
Es más ...	It is more...
Que	Than
Es menos ...	It is less ...
que	

Spanish, Year — De Vacaciones —Autumn Term 2



Section A: Key terms	
Tier 3 Vocabulary	Definition
Conjugate (v)	Giving the different forms of the verb depending upon who you are talking about and in which tense.
Preterite Tense (n)	A tense expressing an action or state in the past. E.g. I <u>went</u> to Spain. It <u>was</u> great.
Infinitive (n)	The basic form of a verb which doesn't reflect a specific tense or subject/person.
Cognate (n)	A word which is spelt the same / similar in two languages.
Tier 1 Key Questions	Meaning
¿Adónde fuiste?	Where did you go?
¿Cómo viajaste?	How did you go travel?
¿Qué hiciste?	What did you do?
¿Cómo fue?	How was it?
Tier 1 Key Adjectives	Tier 1 Key Time Expressions
Aburrido (boring)	Por la mañana (in the morning)
Bonito (pretty)	Por la tarde (in the afternoon)
Divertido (fun)	Por la noche (at night)
Estupendo (brilliant)	El primer día (on the first day)
Flipante (awesome)	El último día (on the last day)
Guay (cool)	Luego (then)
Raro (weird)	Después (after)
Rico (tasty)	Más tarde (later)

Section B: Key Grammatical Points		
The Preterite Tense (the past)		
You use the past tense to talk about completed events in the past. You take the infinitive form of the verb, knock off the -ar / -er / -ir ending, then add on the appropriate ending, depending on the person who did the action. The pattern for regular verbs is below:		
Pronoun	-AR verbs	-ER / -IR verbs
Yo (I)	-e	-é
Tú (You sing.)	-aste	-iste
Él/Ella (He/She/It)	-ó	-ió
Nosotros (We)	-amos	-imos
Vosotros (You pl.)	-asteis	-isteis
Ellos/Ellas (They)	-aron	-ieron
To make the sentence negative, you just put a 'no' in front of the verb E.g. No fui a la playa—I didn't go to the beach		
Giving opinions in Spanish in the past		
	Me encantó	I loved it
	Me gustó	I liked it
	No me gustó	I didn't like
	Odié	I hated
	Fue... (+ adjective)	It was ...
	¡Qué...! (+ adjective)	How...!

Section C: EATTACO vocabulary	
Tenses /verbs (v)	
Ir	To go
Fui	I went
Fuiste	You (singular) went
Fue	He/she/it went/was
Fuimos	We went
Fuisteis	You (plural) went
Fueron	They went
Important verbs in the past tense	
Bailé	I danced
Bebí	I drank
Compré	I bought
Conocí a	I met
Descansé	I rested
Escribí	I wrote
Escuché	I listened (to)
Mandé	I sent
Monté	I rode
Nadé	I swam
Perdí	I lost
Salí	I went out
Saqué (fotos)	I took (photos)
Tomé el sol	I sunbathed
Vi	I watched
Visité	I visited

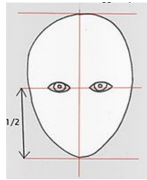
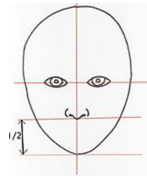
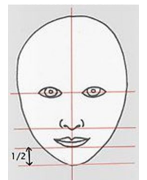
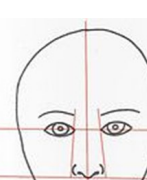
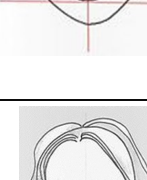

Year 8 Art—Portraits—Autumn Term



Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Proportion (n)	The size relationship between different elements. Eg: height compared to width.
Symmetry (n)	When one side of an object mirrors another.
Pattern (n)	An arrangement of repeated shapes, symbols or lines.
Composition (n)	In art: Where you place objects on the page.
Tone (n)	In art: The lightness or darkness of something.
Tonal Range (n)	The full range from light , mid tone, to dark.
Negative Space	The space between and around a shape.
Self Portrait (n)	A portrait that the artist produces of themselves.
Blend (v)	To create a seamless transition between two colours or tones.
Tier 2 Vocabulary	Definition
Balance (n)	The distribution of visual weight.
Accuracy (n)	In art– A neat or exact drawing.
Represent (v)	The person represented in the portrait.
Reflect (v)	To think carefully or deeply about .

Section B: Facial Proportions

	Draw an upside down egg shape. The eyes should be place on a line exactly halfway up.
	Add a line halfway between the chin and eye line. The bottom of the nose should sit on this.
	Add a line halfway between the nose and chin. The bottom of the lips should sit on this.
	The Eyebrows should be aligned with the outside corners of the eyes and the sides of the nose. The corners of the lips should line up with the inside of the iris
	Add the hairline over the forehead. Refine the face shape and add jaw and chin shape.
	Rub out guidelines and sketching lines. Add fine details and tone.

Section C: A brief History of Portraits

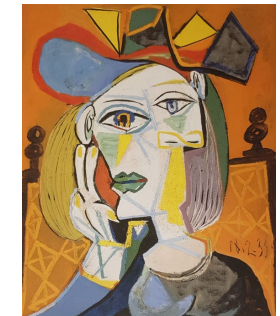
Portraiture is a very old art form going back at least to ancient Egypt. Before the invention of photography, painted, sculpted, or drawn portrait was the only way to record the appearance of someone.

But portraits have always been more than just a record. They have been used to show the power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter. Portraits have almost always been flattering, and painters who refused to flatter, such as William Hogarth, tended to find their work rejected. A notable exception was Francisco Goya in his apparently bluntly truthful portraits of the Spanish royal family.

Among leading modern artists, portrait painting on commission, that is to order, became increasingly rare. Instead artists painted their friends and lovers in whatever way they pleased. Most of Picasso's pictures of women, for example, can be identified as portraits of his lovers. At the same time, photography became the most important medium of traditional portraiture, bringing what was formerly an expensive luxury product affordable for almost everyone.



Ancient Egyptian Portrait



Portrait by Picasso

Concepts you have seen before:

Guide lines, tone, blend, composition, symmetry, pattern, proportion

Y8 Drama—Performance Skills — Autumn



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Physical skills	The different vocal and physical techniques used by an actor to communicate the distinct way that an actor uses their body to portray a character.
Mime (n)	A physical performance that uses non-verbal performance skills to communicate meaning to the audience. The actor uses their facial expressions, gestures, body language and movement to communicate meaning – no spoken words are used
Movement in Unison	All of the actors move in the same way, at the same time.
Ensemble (n)	The term given to a group of actors who work closely together
Physical Tension (n)	The actor uses their muscles to create physical tension within their body. This gives the performance precision and accuracy for movement and positioning.
Tier 2 Vocabulary	Definition
Observe (v)	watch (someone or something) carefully and attentively.
Modify (v)	make partial or minor changes to (something)
Convey (v)	communicate (a message or information)
Flair (n)	stylishness and originality.
Accentuate (v) 53	make more noticeable or prominent.

Section B: Physical Skills
<p><u>Gestures</u> Any movement of the body to convey meaning.</p> <p><u>Facial expressions</u> Using the face to convey emotions and communicate the feelings and thoughts of the character to the audience.</p> <p><u>Stillness</u> Not moving.</p> <p><u>Posture</u> The way that a character stands. Also known as 'stance'.</p> <p><u>Contact</u> Physical contact with another actor.</p> <p><u>Use of space</u> How an actor uses the stage to communicate meaning to an audience.</p> <p><u>Proxemics</u> The position of people in relation to each other onstage and the meaning that this communicates.</p> <p><u>Mannerism</u> A peculiarity of speech or behaviour.</p> <p><u>Pace</u> The speed of movement.</p> <p><u>Rhythm</u> The 'flow' of a character's movement</p> <p><u>Gait</u> How a person walks.</p>


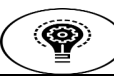


Section C: Vocal Skills
<p><u>Pitch</u> How high or low the voice is</p> <p><u>Intonation</u> describes how the voice rises and falls in speech</p> <p><u>Pace</u> The speed of delivery of speech</p> <p><u>Emphasis</u> stress given to a word or words when speaking to indicate particular importance</p> <p><u>Accent</u> a distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class. <i>-Northern, cockney, Thames estuary</i></p> <p><u>Pause</u> a temporary stop in action or speech. <i>Regular pauses, lengthy pauses, stuttering, pause to build tension</i></p> <p><u>Tone</u> The quality of voice, often conveying emotion.</p>
<p style="text-align: center;"><u>Melodrama</u></p> <p>CONTEXT: The word 'melo' means music or song so Melodrama is a play with music or song. It originated in Greece. In Britain, melodrama became the most popular kind of theatrical entertainment for most of the 1800's, the 19th century was a period when more people went to the theatre than at any</p>

Theatre Timeline	
550BC	Greek Theatre
500 — 1500	Medieval Theatre
1500 — 1650	Elizabethan / Jacobean
1500 — 1700	Commedia Dell 'Arte / Improvisation
1650 — 1700	Restoration Theatre
1700	18th Century Theatre
1800— 1900	Victorian Melodrama
1860 >	Naturalism
1920 >	Political Theatre
1945 — 1960	Theatre of the Absurd
1956 — 1970	Kitchen Sink Drama
1960 >	Contemporary / Devised

Concepts you have seen before: Exaggeration, Still Image, Body Language, Physical Theatre,

Music—World Music/ Music for Film—Autumn Term Year 8



Section A: Key vocabulary		
Tier 3 Vocabulary	Definition	
Discord (n)	A lack of harmony between notes sounding together	
Leitmotif (n)	German word meaning leading musical motif/idea.	
Sequence (n)	A musical idea repeated at a higher or lower pitch.	
Ostinato (n)	A repeated rhythm or melody	
Chromatism (n)	Meaning 'colourful' in Greek—using notes foreign to the scale. Moves by semitones.	
Syncopation (n)	Rhythms that move off-beat	
Groove (n)	The main ostinato in Samba music	
Break (n)	A rhythm that represents a transition between sections	
Unison (n)	Everyone performing the same thing	
Tier 2 Vocabulary	Definition	
Observe (v)	Notice or perceive (something)	
Identify (v)	Establish or indicate what something is	
Participate (v)	Take part constructively	
Compose (v)	write or create (a work of art, especially music or poetry).	
Compare and contrast (v)	Identify ways that things are the same and different	

Section B: Important Ideas / Concepts/ Questions	
MASTER DRUMMER	Often the leader of an African tribe and someone who performs the “calls” during call and response sections
BASS SOUND	A sound produced by striking an African drum in the middle producing a “hollow” sound
CALL AND RESPONSE	One person plays (or sings) a musical phrase which is then responded to be a group performing a different phrase, like a musical conversation
IMPROVISATION	creating or performing spontaneously or ‘on the spot’, without preparation
TONE SOUND	A sound produced by striking an African drum between the middle and the edge producing a “shallower” sound than the bass sound
POLYRHYTHM	The use of several rhythms performed simultaneously, often overlapping to create a thick, “polyrhythmic” texture
CYCLIC RHYTHM	A rhythm which is repeated over and over again (looped)

Concepts you have seen before: Ensemble, Melody, Harmony, Elements, Rhythm, Pulse.

Section C: Subject Specific



The origins of samba are linked to **African drumming music**. When people were transported to Brazil from Africa to be enslaved in the mines and sugar plantations, they brought aspects of their musical culture with them.

Samba style developed in the 1950s in the favelas and includes layering syncopated rhythms on multiple percussion instruments. Samba has many similarities to African drumming music such as polyrhythms and use of call and response.

Samba music has no set structure and follows a series of signals from the lead repinique player. The signals are often played on a whistle called the apito. All the players learn their parts aurally and will often use words to help them memorise the rhythms. These rhythms are layered on top of each other to create a polyrhythmic texture. There will be a main section of ostinato layered on top of each other, which returns throughout a piece. This is known as the groove. The music might include solo sections, call and response and sections played in unison.

Section A: Key vocabulary	
Tier 3 vocab	Definition
Process (v)	The step of turning one thing into another. This can be data into information or instruction into action
Encode (v)	Convert information or instruction into something else using a coding scheme
Transmit (v)	Send out and broadcast information causing it to go from one place or person to another
Decode (v)	Using a coding scheme to take coded data and turn it back into its original form
Coding Scheme (n)	A way to represent text and/or numbers as something else like symbols or codes
ASCII (n)	American Standard Code for Information Interchange is a coding scheme used to represent text in computers
Logical Expression (n)	A statement that can be either TRUE or FALSE
Tier 2 vocab	Definition
Represent (v)	Use of a different sign, symbol or method to take the place of a character
Reflect (v)	Think carefully about a topic or answer
Irrelevant (adj)	Not connected with or relevant to something
Prefix (n)	A word, letter or combination of letters placed before a word
Appropriate (adj)	Be suitable for the time, place and circumstance

Section B: Base Numbers

Basics of Binary

Computers understand electrical signals which can only be either

- ON (1)
- OFF (0)

Binary numbers translate these ON and OFF electrical signals into numbers that we can understand

A **base number** is the number of values that can be shown using only 1 digit

- **Denary** has a base of 10, meaning you can show 10 values with 1 digit
- **Binary** has a base of 2 meaning you can show 2 values with 1 digit

Base 10

Each extra digit is 10 times the one before (**Base 10**)

Base 2

Each extra digit is 2 times the one before (**Base 2**)

Section C: Adding Binary Numbers

The Golden Rules

Rule 1

$$\begin{array}{r} 0 \\ 0 + \\ \hline 0 \end{array}$$

Rule 2

$$\begin{array}{r} 1 \\ 0 + \\ \hline 1 \end{array}$$

Rule 3

$$\begin{array}{r} 0 \\ 1 + \\ \hline 1 \end{array}$$

Rule 4

$$\begin{array}{r} 1 \\ 1 + \\ \hline 0 \end{array}$$

Remember

In binary you can only use the digits 1 or 0

Section D: Logic Gates

A **NOT gate** flips any input to its opposite and are also known as **inverters**

An **AND gate** switches its output signal on when both inputs are **on**

An **OR gate** switches its output signal on **either** inputs are on or both are **on**

Concepts you have seen before:

Computer Science— Year 8 Autumn 2



Section A: Key vocabulary	
Tier 3 vocab	Definition
Sequence (n)	Running one instruction after another in order
Variable (n)	Used to store data for a computer program
Trace (v)	Follow a program, line by line to work out what it will do and how it will change variables
Selection (n)	Making choices of which instruction is next
Condition (n)	A statement, like a question in a program that can either true or false .
Comparison Operators (n)	These compare two values against each other
Iteration (n)	Repeating the same instructions more than once
String (n)	Text (letters, numbers, symbols)
Integer (n)	Whole number
Float (n)	Decimal Number
Decomposition (n)	To break down a problem into smaller, simpler problems that are easy to understand
Assignment (n)	To allocate, give or name something by making an attachment
Cast (v)	Convert to another data type
Tier 2 vocab	Definition
Navigator (n)	A person who plans and directs the course or travel forward
Error (n)	A mistake
Separate (v)	Dived, split or moved apart from something else
Compare (v)	Measure how similar or dissimilar two or more aspects are
Generate (v)	Produce or create

Section B: Using Inputs in Python

```

name = input("What is your name: ")
print("Hello", name)

```

```

>>> What is your name: Amelia
Hello Amelia

```

CASTING EXPLAINED

Turning the `input()` into the correct data type is called **casting**. The cast goes around the `input()`. Look at the **additional brackets**.

```

a = str(input("Enter string: "))
b = int(input("Enter whole number: "))
c = float(input("Enter decimal number: "))

```

```

>>> Enter string: Words
Enter whole number: 122
Enter decimal number: 12.1

```

Section C: Comparison Operators

Operator	What it does	e.g.	OUTCOME
==	Equal To	3 == 4	FALSE
!=	Not Equal To	2 != 1	TRUE
>	Greater Than	3 > 7	FALSE
<	Less Than	6 < 2	FALSE

Concepts you have seen before:


Physical Education—Muscular System—Autumn Term



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Section A: Key vocabulary	
Tier 3 Vocabulary	Definition/ Location
Pectorals (n)	Chest
Latissimus Doris (n)	Back
Trapezius (n)	Middle of back & neck
Quadriceps (n)	Front of upper leg
Hamstrings (n)	Back of upper leg
Gastrocnemius (n)	Back of lower leg
Gluteus Maximus (n)	Bottom
Biceps (n)	Front of upper arm
Triceps (n)	Back of upper arm
Deltoids (n)	Shoulder
Abdominals (n)	Stomach
Tier 2 Vocabulary	Definition
Contract (v)	Shortening of the muscle
Relax (v)	Lengthening of the muscle
Involuntary (adj)	Unconscious movement made by Smooth & Cardiac muscles
Voluntary (adj)	Conscious movement made

Section B: Key Ideas	
Types of Muscles	<p>There are 3 types of muscles:</p> <p>Skeletal—muscles which work with your bones to create movement</p> <p>Cardiac—the muscle that pumps your heart</p> <p>Smooth—involuntary muscles that keep your organs working which are controlled by your mind.</p>
Largest Muscle	The largest muscle in the human body is the Gluteus Maximus
Muscle Movement	Muscles can only pull, they can not push
Muscle Pairs	Muscles work in pairs, when one contracts the other one relaxes, this is how movement occurs
Tendons	Skeletal muscles are attached to bones via connective tissue called tendons.
Muscle move everything	Did you know muscles move your eyeballs up to 5 times per second to check your surroundings!
Muscles	There are over 600 muscles in your body!


Section C: Subject Specific

<p>Warm up stretches should be completed before you take part in any physical activity to prevent injuries. These should last 10 seconds per stretch. Cool down stretches should be completed after physical activity to prevent DOMS (delayed onset muscle soreness). These should last up to 30 seconds per stretch.</p> <p>Yoga is a great form of exercise to help improve/maintain your flexibility.</p>
<p>Concepts you have seen before: warming up, physical performance.</p>

Food Preparation & Nutrition- Year 8– Autumn Term 1



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Cross contamination (n)	Transferring potentially harmful bacteria from one thing to another
Microorganism (n)	A tiny living thing; bacteria, mould, yeast
Antibacterial (n)	Kills bacteria
Sanitiser (n)	Removes dirt and kills bacteria
Detergent (n)	A chemical used to break down food, used when washing up
Danger zone (n)	5°C—63°C.
Pathogenic bacteria (n)	A microorganism that causes disease
Tier 2 Vocabulary	Definition
Yeast (n)	A microorganism used as a raising agent
Core (n)	The centre of something
Bacteria (n)	Microorganisms



























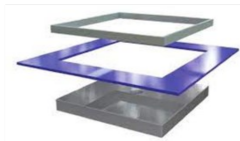
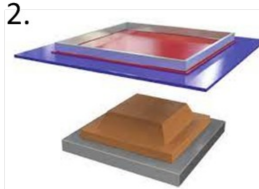
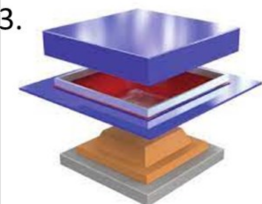

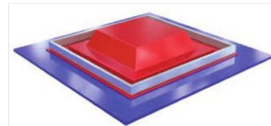
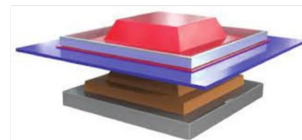
Section B: Key Ideas	
Heat transfer (n)	When heat travels from one place to another.
Radiation (n)	Heat transfer through waves, no direct contact.
Conduction (n)	Heat transfer through solids.
Convection (n)	Heat transfer through gases and liquids.
Fermentation (n)	Process that creates alcohol and carbon dioxide.
Kneading (v)	To work a dough with hands to develop gluten.
Raising agent (n)	Something that releases bubbles of gas.
Gluten (n)	A protein created when kneading, makes dough stretchy.
Dextrinisation (v)	Dry heat on starch causing browning.
Fridge temperature zone	1°C—5°C.
Freezer temperature zone	-10°C—-18°C.
Core temperature of cooked meat	75°C.

Section C: Subject Specific	
Temperature probe	
A device used to measure temperature of food	
	
Fridge layout	
1	Ready to eat foods
2	Ready to eat foods
3	Raw meat, always covered
4	Fruit and vegetables in box at the bottom
4 Cs	Cook, clean, chill, cross-contamination

Design Technology—Year 8 Block Bot—1 Term



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Section A: Key vocabulary		Section B: Important ideas		Section C: Subject Specific																					
Tier 3 Vocabulary	Definition	6R's RETHINK - Be mindful of what you buy. Ask yourself if you really need something REFUSE - Don't buy something you don't need. Refuse to buy products that cannot be recycled or reused REDUCE - Cut down on the amount of products and services you use RE-USE - Take a product / item and repurpose it for a different item REPAIR - Fix, don't replace your products RECYCLE - Recycle what you cannot reduce, re-use or repair.	Standard components Standard components are pre-manufactured parts which are bought in to aid the manufacture of the product. E.g. nuts, bolts, screws, buttons, zips etc. Advantages <ul style="list-style-type: none">•Saves preparation time.•Fewer steps in the production process.•Less effort and skill required by staff.•Less machinery and equipment needed.•Good quality.•Saves money from all aspects.•Can be bought in bulk.•High-quality consistency.	Types of warping in timber																					
Seasoning (n)	Drying out wood to prevent warping			BOW  — Raised at both ends																					
Orthographic (n)	2D drawing technique			TWIST OR WIND  — Ends curve in opposite directions																					
Plan view (n)	Birds eye view from above			KINK  — Raised on one end																					
Stock form (n)	Standard shapes materials are commonly available in			CROOK  — Raised along one edge																					
Vacuum former (n)	A machine that shapes sheet plastic to the mould			CUP  — Both edges are raised																					
Strip heater (n)	A device that heats plastic along a line so you can bend it.	Resin identification codes:																							
Tier 2 Vocabulary	Definition	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>PETE</td><td>HDPE</td><td>PVC</td><td>LDPE</td><td>PP</td><td>PS</td><td>OTHER</td></tr><tr><td>Polyethylene Terephthalate</td><td>High-Density Polyethylene</td><td>Polyvinyl Chloride</td><td>Low-Density Polyethylene</td><td>Polypropylene</td><td>Polystyrene</td><td>Other</td></tr></table>										PETE	HDPE	PVC	LDPE	PP	PS	OTHER	Polyethylene Terephthalate	High-Density Polyethylene	Polyvinyl Chloride	Low-Density Polyethylene	Polypropylene	Polystyrene	Other
																									
PETE	HDPE	PVC	LDPE	PP	PS	OTHER																			
Polyethylene Terephthalate	High-Density Polyethylene	Polyvinyl Chloride	Low-Density Polyethylene	Polypropylene	Polystyrene	Other																			
Sustainability (n)	Trying to avoid harm to the environment	Polymers Thermoplastics —these plastics can be reheated and re moulded repeatedly. Thermoplastics are more likely to be recycled in your area. Thermosetting plastics —these plastics can only be heated and shaped once. Products made from thermosetting plastics can be used to make things like toasters and electrical sockets.	Production aids TEMPLATE —a tool used to place onto a material and mark out shapes repeatedly. JIG —a device used to hold a piece of material and guide cutting tools and they are used to ensure the process can be repeated accurately. FORMER —this is a type of jig that holds material so it is easy to shape a piece of material the same over and over again.	Vacuum forming																					
Timber (n)	Cut wood			1. 	2. 																				
Warping (v)	Timber that is misshaped			3. 	4. 																				
Polymer (n)	plastic			5. 	6. 																				
Origin (n)	The source																								
Automation (n)	Machines work automatically from a program																								
Dimension (n)	Measurement/ size																								
Concepts you have seen before: 2D and 3D drawing techniques, timbers , polymers, tools and materials																									

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
CAD (n)	Computer Aided Design
CAM (n)	Computer Aided Manufacture
Control system (n)	The system used in all devices to work out how it starts, works and finishes
Production aid (n)	Devices used when making to help repeat a job quickly and accurately
Soldering (v)	Melting solder to a PCB to fix a component in place
Tier 2 Vocabulary	Definition
Component (n)	A part
Symbol (n)	A simple image used to represent something
Feature (n)	A characteristic or property something has
Hazard (adj)	A potential risk or danger
Precaution (n)	An action you take to prevent something
Timber (n)	Wood
Deciduous (adj)	Trees that loose their leaves in the winter
Maintain ((n)	Look after

Section B: Important ideas	
<p>Control systems</p> <p>Made up of 3 main parts:-</p> <p>INPUT—the thing that starts the system e.g. switch/ sensor.</p> <p>PROCESS—the active part of the component that converts/ directs/ controls the energy e.g. resistor</p> <p>OUTPUT—what you want to happen as a result e.g. LED</p> <p>LED's have replaced light bulbs because they last longer and are more energy efficient. They don't produce heat or get hot.</p>	<p>Timbers</p> <p>SOFTWOOD—comes from evergreen trees e.g. spruce/ pine</p> <p>HARDWOOD—comes from deciduous trees e.g. oak/ beech</p> <p>MANUFACTURED BOARDS—parts of natural timbers put through machines to make a new type of wood. That can be made in larger sheets and with no imperfections. Usually cheaper than natural woods.</p>
<p>CAD/CAM</p> <p>CAD e.g. 2D design/ TinkerCAD</p> <p>CAM e.g. laser cutter/ 3D printer</p> <p>CAD/CAM relies on using a computer which means it is very expensive to buy the equipment. You also need training to use it. Equipment needs to be maintained and kept in a good condition.</p> <p>It is a lot more accurate than doing stuff by hand. You can replicate a design repeatedly. It is also easy to edit and save ver-</p>	<p>Production aids</p> <p>TEMPLATE—a tool used to place onto a material and mark out shapes repeatedly.</p> <p>JIG—a device used to hold a piece of material and guide cutting tools and they are used to ensure the process can be repeated accurately.</p>



Section C: Subject Specific	
<p>Soldering:</p>	<p>Components:</p>
	<p>Battery</p> <p>Resistor</p> <p>LED</p>
	<p>Drawing techniques:</p> <p>3D OBJECT</p> <p>2D ORTHOGRAPHIC PROJECTION</p> <p>Isometric Oblique Perspective</p>

Concepts you have seen before: 2D and 3D drawing techniques, timbers and health and safety hazards

My timetable

WEEK A	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor 8:30-8:55					
Lesson 1 9:00-10:00					
Lesson 2 10:00-11:00					
Break					
Lesson 3 11:20-12:20					
Lesson 4 12:20-13:20					
Lunch					
Lesson 5 14:00-15:00					
Lesson 6 15:00-16:00					

WEEK B	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor 8:30-8:55					
Lesson 1 9:00-10:00					
Lesson 2 10:00-11:00					
Break					
Lesson 3 11:20-12:20					
Lesson 4 12:20-13:20					
Lunch					
Lesson 5 14:00-15:00					
Lesson 6 15:00-16:00					

Your 5 pieces of equipment you need for learning every day:



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